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The test made by Principal Riley to determine the comparative efficiency of present-day pupils in the schools of Springfield, Mass., with that of their predecessors of sixty years ago, in spelling, arithmetic, and geography has attracted more attention than anything done in education for several years. The supply copies of THE SCHOOL JOURNAL which published the results was quickly exhausted. The article was reprinted in *Educational Foundations* to meet the extraordinary demand. The critical review of the test published in the *Forum* received attention in hundreds of newspapers. Several superintendents had reprints made for distribution and then discussed the remarkable findings in meetings with their teachers. The test was repeated in schools over the whole country. The results were almost uniformly the same as those secured at Springfield. The friends of education everywhere are greatly indebted to Mr. Riley for supplying them with a valuable contribution toward a solid foundation of facts for arguments in favor of a rich course of study for elementary schools.

It is given to but few men to teach forty years in one school system. That is the record of Prin. J. R. Keene, of the Brightwood school, Washington, D. C. The anniversary was appropriately made a festal occasion. President Macfarland spoke for the commissioners of the District of Columbia, and Supt. A. T. Stuart and Supervisor B. T. James for the teachers of the city. President Gordon of the board of education presided. Mr. W. E. Nalley, the senior teacher, presented a loving cup on behalf of the teachers of the district in which Mr. Keene's school is located. It is well with a city that remembers its teachers.

There ought to be at least one mother on every school board, preferably one who has or has had children in the common schools, but anyway a mother.

Isn't it strange that the chief opposition to free text-books usually comes from teachers who have never had any experience with the plan.

Some of the best things there are in the schools have had to fight their way in. Fortunately for the children the thoughtful parents are, as a rule, instinctively in favor of what is right and good. That is why the common school idea has developed as rapidly as it has.

At last New Orleans is making a start in the medical inspection of school children. Two physicians have been appointed to look after health conditions in the schools.

The appearance of a school and the surrounding grounds furnishes the surest evidence of the interest of the local authorities in the education of the young. Cleanliness and attractiveness are eloquent arguments. So are dirt and shabbiness. The poorest district can have a clean school with a respectable-looking yard. There is no excuse for the neglected appearance of a school. It simply shows that "there is something rotten in the State of Denmark." The teacher is most to blame. The right sort of

work on his part will change the worst conditions. The trustees are equally guilty. President Lambach of the school board of Le Claire, Iowa, said some time since that whenever he went into a school-house and saw a dirty floor and a dirty wall he always thought that must be the way the school directors' own homes must look. Cleanliness and neatness are essential to the success of a school as a temple of morality. Slovenliness reveals a low conception of educational responsibility in a school community.

Compulsory education has been defeated in the South Carolina legislature by the narrow margin of one vote. The cotton mill managers favored the bill, which was defeated on the ground that it would mean dangerous interference by the state with the rights of parents. The cotton-mill men contended that the proposed law would relieve their communities of the evil of children too young to enter the mills, being left to run loose about the streets because their parents are too neglectful to see that they attend the schools provided. About most large mill villages there is a class of men who put their families into the mill and live in idleness on the earnings of their women and children.

The strict enforcement of the compulsory education act has done great things for Michigan. The gain for the future of the state is immeasurable.

Some of the problems that are always more or less troubling the conscientious school official were discussed at a recent meeting of Scott county educators at Davenport, Iowa. This is the troublesome list:

Employment of teachers.

Division of authority of school officers.

Enforcement of the compulsory attendance law.

How often should school buildings be cleaned and how? What about the school grounds?

The school library: Its use by adults. Care of the books.

Teaching of agriculture in the rural schools.

How can the efficiency of rural schools be increased? Furniture, apparatus, and appliances needed.

Pennsylvania has two Arbor Days, one in spring and the other in fall, but so far as our experience in Allentown goes, says *The Register*, of that city, the law that created these days is practically a dead-letter. It is true that the day is observed in spirit, but literary programs do not plant trees, neither do they preserve the forests.

What is needed here as in many other places, is the creation of that sentiment which brings about practical results and some of the people of St. Louis have adopted an idea that would work well in Allentown.

In that city they have a Civic Improvement League and to stimulate public interest in the work the Tree Planting Committee of the organization has issued an announcement to the school children relative to the \$500 in prizes which are to be distributed June 1, 1906, for the largest number of contracts made by pupils with responsible property owners for the planting of trees on the streets of St. Louis.

With the announcement of the contest the league is sending out a pamphlet containing the joint recom-

mendations of the Tree Planting Committee of the league and the Engelmann Botanical Club. The report of the committee gives the following six reasons for the planting of trees:

1. They increase the value of surrounding property.
2. They protect the pavement from the heat of the sun.
3. They add beauty and comfort to the city streets.
4. They cool the air in summer and radiate the warmth in winter.
5. They purify the air; the leaves inhale carbonic acid gas and exhale oxygen.
6. They aid in counteracting the unnatural conditions of city life.

The committee suggests these ten different species for the streets: Soft maple, hard maple, sycamore, American elm, white birch, Carolina poplar, Lombardy poplar, European cottonwood, and the pin oak.

The committee urges the residents along any given street to meet and agree upon one kind of tree for that street, claiming that the beauty of the tree avenue depends much upon the planting of uniform species.

The report suggests that trees may be planted in the spring or fall, but preferably in the spring; that they should be planted about twenty-five feet apart, and that no tree should be planted which is not inclosed in a suitable guard.

The report will contain in full the city forestry bill, which was passed by the council on Friday, and is now before the house of delegates.

Reports are coming in already from school children who read the first announcement of the tree contest. One pupil has already sold 100 trees, and another 500 trees; and they are urging the league to send them the necessary blanks, so that the property owners can sign the contracts before they change their minds.

Superintendent Greenwood.

James M. Greenwood easily holds first place in the affections of American educators. He is a big-hearted, whole-souled leader, and there is no guile in him. With all the honors which have come to him he has remained the modest student that he ever was. He reads carefully all the best educational literature to be found in English and French. He is beloved by his teachers and honored by his townsmen. This is what the editor of the *Kansas City (Mo.) Journal* says of him in a comment on his latest school report:

If Kansas City has any one thing to be especially proud of it is its public school system. The efficiency of this department is due directly to the fact that the board of education is non-partisan and has always been composed of public-spirited citizens who have freely given of their time and talents for the public good. Politics, which is the curse of other municipal departments, does not sway the men who direct the schools and no breath of scandal has ever tainted their names. In another important regard is the city fortunate in its schools. Superintendent Greenwood, who is known all over the country as a man of special attainments and distinguished ability as a school executive, is not afraid that he may be sacrificed on the political altar. He is secure in his position and this relieves him from the necessity of continually campaigning.

The recent report of Mr. Greenwood is interesting from many standpoints. It is full of meat and worth a careful reading. It is gratifying to observe that the enrollment has increased 1,314 since a year ago and that one pupil out of every eight is in a high school. The superintendent also points out that 40 per cent. of the high school pupils are in their last year. One fact that appears rather startling is that less than one-half of all the pupils in the public schools pass beyond the fifth grade. This, however, is a normal showing in comparison with other cities.

One of the unique features of the report is Mr. Greenwood's discussion of nervousness among school children. His views are sensibly given to the public with the hope that they may assist parents in properly training their children and thus supplementing the work of the school teacher. He says he is fully persuaded that nine-tenths of the excessive nervousness that afflicts the American people at the present time is generated in the home by the irrational and mischievous methods employed in training children to imitate those who complain of being nervous. "A fond but mistaken mother can take the plump little girl and begin to ding into her ears early and late that she, the child, is getting so nervous that she fears that she can never attend school, and in a short time the child will have the same symptoms that the mother displays." This is a valuable suggestion to parents, and while it is a little unusual for a school superintendent to incorporate such advice in a formal report it comes very appropriately from Mr. Greenwood. The entire report is exceedingly interesting and valuable.

Henry N. Tift Speaks to Girls.

Pres. Henry N. Tift, of the New York city board of education, has been appointed chairman of the committee on high schools. He gave a little talk, a few days ago, to the pupils of the Girls' Technical high school. He said in part:

Girls, there are many reasons why I am glad to be here. My own very best girl was a student in this old building before she married me. But my affection for the old place does not blind me to the fact that you now need a better one. You know that I intend to push and pull all I can to get you properly housed.

I am delighted with the way you do things here. I have been rather familiar with various kinds of schools since I was six years old, but I have never before seen girls conducting the opening exercises of a school. It is fine practice for you. To stand up here before your very exacting student-critics and to think, speak, and answer questions is splendid training in self-possession and courage. It gives you strength. Certainly a woman in these days needs that. There is nothing in life worth getting that will not require you to use strength of character. What is there worth doing that is not hard? I have often thought that if one word could be used to condense within it the essentials of a successful life that word would be "thoroughness." It is the word that means all there is of earnest endeavor.

My old teacher used to say to us: "If you do only one least thing with all your heart it will be like planting an acorn that is bound to grow to a mighty oak protecting you with its ample shade." It doesn't come to all of us to be geniuses. There can never be more than a few who can come to the top, but we weren't put on earth to stand on a pinnacle. We were sent here to do the work that God puts in front of us; to do our best on the spot where we are. Our full duty can be nothing else than to do what is to be done right here and now and to realize that the man on the pinnacle is no better off than we if both are doing the work appointed. Why should a girl neglect to brighten her home because she cannot be president of the United States?

President Tift said that what was needed in the higher education of woman was "a woman's education for her and not a man's." He strongly opposed such schooling as would tend to "run to seed in the mannishness of woman suffrage and other things too far from the home."

Don't misunderstand me, he said. I am for the higher education of women, but I'm for a woman's education for her and not a man's. Let a girl's schooling blossom out into all the departments of art and culture that you have here, but don't let it run to seed in the mannishness of woman suffrage and other things too far from the home.

Your influence can be stronger and better in the things for which your nature and your instincts fit you. Your greatest province is the home. Your highest talent is in the management of it.

Don't neglect these studies in this school that aim to make the home happy and don't let any deluded enthusiast persuade you that there is any higher profession than that of a maker and director of a happy home.

Women on School Boards.

The arguments set forth in an editorial in the Bangor (Me.) *Commercial*, bearing upon the question of the place of women as members of boards of education, are equally weighty elsewhere. Here is what the editor says:

Upon general grounds women are especially and supremely well fitted for a public service of this nature. In seeking these positions, or rather in being put forward and chosen to these public places, it is not that women have a desire to dictate any policy or to arrogate to themselves an undue share of prominence. It is simply that they may have an equal position with men in a matter of most vital concern to the well-being of humanity. For reasons connected with the sanitary conditions of school buildings, and for reasons affecting the health of more than fifty per cent. of scholars in our public schools who will confer with a woman official when they would not with a man, it is of the utmost importance from every standpoint of good government that at least one woman should have a place upon the managing board of every public school in Maine.

As now constituted the school board of Bangor is composed of men in professional and business life. Naturally these men, devoted to their own affairs (altho chosen for their interest in the schools) cannot give that attention and time to school visitation, inspection, and oversight which the best interests of our schools demand. We cannot speak with certainty upon this point, but from what we do know we are of the opinion that members of our school board visit the schools but infrequently. School methods, sanitary matters, rules affecting the health of pupils, must of course to a large degree be delegated to the superintendent, who, burdened as any superintendent of a school board in a large city is liable to be with a multiplicity of details and not having time for everything, would welcome an official who would relieve him of much of this care, or at least divide his duties with him.

In such case it is plain that a woman having more leisure, full of enthusiasm, appreciating the needs of the school and by the very facts of her womanhood possessed of a keener intuition of the complicated nature of the child's mind as well as its body, could give a more intelligent, humane, and watchful supervision of school matters as affecting the child's good, than could any man; because the man cannot take the woman's place.

Bangor people interested in her schools have not forgotten the splendid rank which these schools attained in methods and results under the direction of a woman superintendent; and it is safe to say that had women occupied positions on our school board in former years, we should not now have the unsightly and incongruous condition of a lot of stables and worthless old buildings at the very confine of the high school yard, as we now see on Franklin street—a condition of sanitary,

esthetic, and educational disfigurement which should not longer be tolerated in our beautiful city.

Our schools are our pride. They take high rank in comparison with any schools in the state. But good as they are and well administered as they are, they are not so perfect but they might be better under more advanced and efficient management which a bright, clever woman upon the school board would bring to the discharge of her duties.

It is not an innovation that women have places upon school boards. They have been so recognized for years in many of our largest cities, and numerous instances might be given in which, owing to the enthusiastic and stimulating influence of women on school boards, more young women and young men have gone from high schools to the more advanced institutions of learning than was ever known previous to their places on such boards.

Technical Education for the South.

An effort is being made by the *Manufacturers' Record* to have endowments established in technical schools for poor boys of the South. A recent issue of the periodical made the following statement in regard to the matter:

"It will cost anywhere, probably, from \$125 to \$150 a year to carry a boy thru one of these technical schools. A subscription of, say, \$150 a year for four years made thru the president of the school could be utilized by him as a loan to

Educational Statistics of States and Leading Cities—1904-1905

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
ALABAMA	Isaac W. Hill	1,828,697	1,513,017	200,000	5,000	\$1,050,800
Mobile	S. S. Murphy	38,469	31,076	3,743	103	118,263
Birmingham	J. H. Phillips	38,415	26,178	4,461	135	94,553
Montgomery	Chas. L. Floyd	30,346	21,883	3,264	107	94,175
ARIZONA	N. G. Layton	122,931	59,620	13,883	538	460,152
Tucson	Francis M. Walker	7,531	5,150	1,106	30	40,000
Phoenix	J. C. Cole	5,544	3,152	1,609	47	61,000
ARKANSAS	John H. Hinemon	1,311,564	1,128,179	207,440	7,826	1,955,427
Little Rock	B. W. Torreyson	38,307	25,874	4,357	100	71,540
Fort Smith	J. W. Kuykendall	11,587	11,311	2,324	73	88,363
Pine Bluff	Junius Jordan	11,496	9,952	2,478	42	44,000
Hot Springs	Geo. B. Cook	9,973	8,086	2,812	45	47,900
CALIFORNIA	Thomas J. Kirk	1,485,933	1,208,130	222,182	8,652	9,401,564
San Francisco	W. H. Langdon	298,997	29,720	39,120	1,181	1,402,416
Los Angeles	Jas. A. Foshat	102,479	59,395	24,595	787	903,476
Oakland	J. W. McClymonds	66,960	48,682	9,675	267	378,356
Sacramento	O. W. Erlwine	29,282	26,386	4,365	144	150,374
San Jose	George S. Wells	21,500	18,060	3,579	120	129,559
San Diego	F. P. Davidson	17,700	16,159	2,707	96	100,359
Stockton	Jas. A. Barr	17,506	14,474	2,409	75	102,528
COLORADO	Mrs. K. L. Craig	539,700	412,198	95,117	1,802	4,103,639
Denver	L. C. Greenlee	133,859	106,713	24,529	714	1,109,780
Pueblo	John Dietrich	28,157	24,558	5,943	214	240,079
Colorado Springs	Fred. P. Austin	21,085	11,140	4,008	130	176,000
Leadville	Chas. D. Hine (Sec.)	12,455	10,384	1,214	43	57,720
CONNECTICUT	Chas. D. Hine (Sec.)	908,420	746,258	123,177	4,528	3,795,459
New Haven	F. H. Beede	108,027	81,298	17,022	489	487,070
Hartford	Thomas S. Weaver	79,850	53,230	10,762	371	436,629
Bridgeport	Chas. W. Deane	70,906	48,866	10,170	267	236,192
Waterbury	B. W. Tinker	45,859	28,646	7,600	243	200,244
New Britain	G. A. Stuart	25,998	16,519	4,137	130	108,000
Meriden	Wm. P. Kelly	24,296	21,652	3,853	116	99,846
DELAWARE	Geo. H. Dick (Sec.)	184,735	168,493	16,684	620	458,112
Wilmington	Geo. W. Twitmyer	76,508	61,431	8,306	292	223,006
Dover	Alex. Crawford	3,399	3,061	455	13	8,500
DIS. OF COLUMBIA	Alex. T. Stuart	278,718	230,392	40,595	1,478	1,638,827
FLORIDA	Wm. M. Holloway	528,542	391,422	83,631	2,925	945,047
Jacksonville	N. B. Cook	28,429	17,201	4,205	119	80,770
Pensacola	J. V. Harris	17,747	11,750	2,748	60	45,000
Key West	J. W. McClung	17,114	18,080	994	25	23,301
Tampa	E. B. Eppes	15,839	5,532	1,780	43	18,000
Tallahassee	W. B. Merritt	2,981	2,934	612	17	7,872
GEORGIA	W. B. Merritt	2,216,331	1,837,353	311,489	10,360	2,327,603
Atlanta	W. F. Slaton	89,872	65,533	11,595	280	237,995
Savannah	Otis Ashmore	54,244	43,189	7,120	200	131,627
Augusta	Lawton B. Evans	39,441	33,300	5,500	110	85,000
Macon	C. B. Chapman	23,272	22,746	5,881	163	91,198
Columbus	Carleton B. Gibson	17,614	17,393	2,565	78	53,895
IDAHO	May L. Scott	161,772	84,385	40,881	1,543	998,522
Boise	J. E. Williamson	5,957	2,311	1,974	59	80,940
ILLINOIS	Alfred Bayless	4,821,550	3,826,351	853,225	27,809	22,767,856
Chicago	Edwin G. Cooley	1,698,575	1,099,850	240,099	5,716	9,800,254
Peoria	D. B. Rawlins	95,100	41,024	9,004	294	289,771
Quincy	Edward Anderson	36,252	31,494	3,900	120	97,000
Springfield	P. R. Walker	34,159	24,963	5,426	168	181,083
Rockford	John E. Miller	31,051	23,584	5,427	169	101,217
East St. Louis	John J. Allison	29,655	15,169	4,500	149	225,000
Joliet	(2)	29,353	23,264	4,326	129	120,417
Aurora	K. K. Stableton	24,147	19,688	3,800	101	120,000
Bloomington	M. A. Whitney	23,286	20,484	3,553	109	168,160
Elgin	E. A. Gastman	22,433	17,823	3,426	114	119,311
Decatur	F. A. Cotton	20,754	16,841	3,681	108	92,976
INDIANA	Calvin N. Kendall	2,516,462	2,192,404	416,407	16,356	10,468,239
Indianapolis	Frank W. Cooley	169,164	105,436	23,999	833	1,190,154
Evansville	Justin N. Study	59,007	50,756	7,126	261	272,744
Fort Wayne	Wm. H. Wiley	45,115	35,303	4,889	180	271,391
Terre Haute		36,673	30,217	6,239	236	221,346

(1) Geo. W. Loomis, J. F. Keating. (2) A. V. Greenman, C. M. Bardwell. * Latest figures obtainable.

From the School Calendar for 1906, issued by American Book Company.

(Continued on page 212.)

such a boy, with the agreement on his part that after graduation he would begin to repay in annual installments the full amount without interest. This would eliminate any charity feature, the acceptance of which would tend to destroy the boy's self-reliance and independence, and it would develop in him an appreciation of business methods. As soon as the boy was graduated and commenced in, say, one year thereafter to repay to the school the fund borrowed from it, this would start another boy, and the \$150 a year for four years would thus become a perpetual fund, forever keeping some boy at college. It is true that here and there death or disaster might cause the ending of the fund thru the failure of the recipient to repay, but it would be safe to count that a very large proportion of these subscriptions would be continued as perpetual endowments.

"No longer can the people of the South plead financial inability to do this. No longer can they shirk the moral responsibility to carry on the broadest educational campaign that may be needed to fully equip the rising generation to meet the opportunities which are already at hand. Providence has blessed this section with a vast increase in wealth. Within the last five years the real wealth of the South has

increased by at least \$3,000,000,000, of which over \$1,000,000,000 has been added in the last twelve months. Thousands of men are well-to-do and other thousands are rich who a few years ago scarcely dreamed of ever getting beyond the immediate needs of the day. Wealth is accumulating everywhere, but this wealth will prove a curse unless the people of the South utilize it for the development of manhood by the training of the boys who should become the leaders in the material advancement of the next quarter or half century. Opportunities such as have never been vouchsafed to any other section are ahead of the South. Whether its own people are to be benefited to the fullest extent, whether this increasing wealth and the increasing opportunities are to be utilized for the fullest advancement of the people of the South, depends upon whether we measure up to the responsibility which rests upon us in this time of increasing prosperity. If the thought, the activity, the life of the South be centered only in money-getting, if we fail to turn this increasing wealth to the development of educational work, if we do not give to the poor boys of the South the opportunity of a technical education which will fit them to do the work now opening up before this section, we will prove recreant to our trust."

The Laboratory Method of Teaching*

By Pres. Chas. W. Eliot, of Harvard University

When I was a student in Harvard college there was not a single laboratory open to undergraduates on any subject, either chemistry, physics, or biology. The only trace of such instruction was in the department of botany, and that was only for a few weeks with a single teacher, the admirable botanist, Asa Gray; and he had neither apparatus nor assistants. I was the first undergraduate who ever had the chance to work in a laboratory in Harvard college; and that privilege was entirely due to the personal friendship of Prof. J. P. Cooke, who fitted up a laboratory in the basement of University Hall at his own expense. That was the common situation of the colleges throughout the country—for Harvard was by no means peculiar in this respect, only sixty years ago. There has come over American education a prodigious change in the teaching of science—all within fifty years. One of the things that the teaching aims at in the laboratories is to train the powers of observation, and what may be called the judgment in inferring, the kind of judgment that is a guide to conduct in this world. The father of the present American ambassador in Berlin was born in Central New York, the son of a prosperous farmer. Accordingly the father and the boy decided between them that he should be sent to Harvard college. This was in 1826. The way he got to Harvard was by riding a horse, with a pair of saddle-bags behind him, which contained his entire equipment. I have heard Mr. Tower, the father of the ambassador, say that it took him three weeks to go from his home to Cambridge in

that method, and that he had considerable difficulty in finding his way and getting food and lodging. When he got to Cambridge he sold the horse at a profit. Now, there was a training in that perform-

Educational Statistics of States and Leading Cities—1904-1905

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States and Cities	Superintendents of Schools	Population Census 1900	Population 1890	School Attendance	No. of Teachers	School Expenditures
INDIANA—Con'd:						
South Bend.....	Calvin Moon.....	35,999	21,819	4,106	160	\$301,519
Muncie.....	Geo. L. Roberts.....	20,942	11,345	2,998	107	109,438
New Albany.....	C. A. Prosser.....	20,628	21,059	2,910	75	109,811
Anderson.....	I. B. Percy.....	20,178	10,741	3,315	98	90,000
Richmond.....	T. A. Mott.....	18,226	16,608	2,993	90	91,135
INDIAN TERR.	John D. Benedict.....	392,060	180,182	*31,000	*850	*564,104
IOWA.....	John F. Riggs.....	2,431,853	1,911,896	373,023	29,625	10,696,692
Des Moines.....	(1).....	62,139	50,093	9,597	375	418,079
Dubuque.....	F. T. Oldt.....	36,297	30,311	3,864	140	112,811
Davenport.....	J. B. Young.....	35,254	26,872	6,129	195	262,013
Sioux City.....	W. M. Stevens.....	33,111	37,806	5,921	184	191,207
Council Bluffs.....	W. N. Clifford.....	25,802	21,474	4,206	145	145,000
Cedar Rapids.....	J. J. McConnell.....	25,656	18,020	4,602	160	134,000
Burlington.....	Francis M. Fultz.....	23,201	22,505	3,499	119	114,796
Clinton.....	O. P. Bostwick.....	22,698	13,619	3,182	104	87,874
KANSAS.....	I. L. Dayhoff.....	1,470,495	1,427,096	199,828	11,535	5,684,578
Kansas City.....	M. E. Pearson.....	51,418	38,316	7,482	202	224,535
Topeka.....	L. D. Whittemore.....	33,608	31,007	5,692	259	187,363
Wichita.....	R. F. Knight.....	24,571	23,833	4,529	124	104,019
Leavenworth.....	Geo. W. Kendrick.....	20,735	19,768	*2,571	70	57,000
Atchison.....	Nathan T. Veatch.....	15,722	13,963	1,518	44	36,944
KENTUCKY.....	Jas. H. Fuqua.....	2,147,174	1,858,635	330,895	9,765	3,285,675
Louisville.....	E. H. Mark.....	204,731	161,129	27,488	632	660,148
Covington.....	C. M. Merry.....	42,938	37,371	3,827	127	116,072
Newport.....	John Burke.....	28,301	24,918	3,329	83	*68,500
Lexington.....	M. A. Cassidy.....	26,369	21,567	4,403	137	92,691
Frankfort.....	H. C. McKee.....	9,487	7,892	744	42	26,639
LOUISIANA.....	Jas. B. Aswell.....	1,381,625	1,118,587	211,409	4,314	1,757,943
New Orleans.....	Warren Easton.....	287,104	242,039	24,940	797	599,127
Shreveport.....	C. E. Byrd.....	16,013	11,979	1,674	49	38,000
Raton Rouge.....	T. H. Harris.....	11,260	10,478	714	23	20,500
MAINE.....	W. W. Stetson.....	694,466	661,086	97,845	6,658	2,027,370
Portland.....	W. H. Brownson.....	50,145	36,425	6,962	252	160,758
Lewiston.....	I. C. Phillips.....	23,701	21,701	2,114	89	54,988
Bangor.....	Charles E. Tilton.....	21,850	19,103	3,744	118	80,775
Biddeford.....	Royal E. Gould.....	16,145	14,443	1,108	50	32,660
Augusta.....	M. P. Dutton.....	11,683	10,527	1,394	56	72,155
MARYLAND.....	M. Bates Stephens.....	1,188,044	1,042,390	138,911	5,050	3,138,666
Baltimore.....	Jas. H. Van Sickle.....	508,957	434,439	55,156	1,692	1,357,700
MASSACHUSETTS.....	G. H. Martin (Sec.).....	2,805,346	2,438,943	404,082	13,849	18,131,529
Boston.....	George H. Conley.....	560,892	448,477	82,561	2,336	5,738,234
Worcester.....	Homor P. Lewis.....	118,421	84,655	17,858	610	614,738
Fall River.....	Everett B. Durfee.....	104,863	74,398	12,485	409	337,341
Lowell.....	Arthur K. Whitcomb.....	94,969	77,696	9,654	300	371,222
Cambridge.....	Wm. C. Bates.....	91,886	70,028	13,361	435	556,354
Lynn.....	Frank J. Peaslee.....	68,513	55,727	8,937	271	256,160
Lawrence.....	Bernard M. Sheridan.....	62,559	44,654	7,959	250	216,146
New Bedford.....	Wm. E. Hatch.....	62,442	49,733	8,216	261	276,905
Springfield.....	Wilbur F. Gordy.....	62,059	44,179	9,797	358	288,287
Somerville.....	G. A. Southworth.....	61,643	40,152	10,422	312	357,816
Holyoke.....	Jas. J. O'Donnell.....	45,712	35,637	5,419	160	183,974
Brookton.....	B. B. Russell.....	40,063	27,294	7,221	203	170,605
Haverhill.....	S. H. Holmes.....	37,175	27,412	4,810	171	146,076
Salem.....	John W. Perkins.....	35,956	30,801	4,117	143	127,076
Chelsea.....	B. C. Gregory.....	34,072	27,999	5,678	156	122,734
Malden.....	Henry D. Hervey.....	33,664	23,031	5,791	183	165,174
Newton.....	Frank E. Spaulding.....	33,587	24,379	5,320	219	222,590
Fitchburg.....	Joseph G. Edgerly.....	31,531	22,037	3,709	120	123,368
Taunton.....	H. W. Harrub.....	31,036	25,448	4,207	143	117,317
Gloucester.....	Freeman Putney.....	26,121	24,651	4,354	130	92,971
MICHIGAN.....	Patrick H. Kelley.....	2,420,982	2,093,899	365,065	16,765	9,158,014
Detroit.....	W. C. Martindale.....	285,704	205,876	33,761	1,069	1,085,330
Grand Rapids.....	Wm. H. Elson.....	87,565	60,278	12,255	426	416,028
Saginaw.....	(2).....	42,345	46,322	6,650	225	204,068
Bay City.....	John A. Stewart.....	27,628	27,839	5,557	195	146,562

(1) W. O. Riddell, R. J. Hartung. (2) E. C. Warriner, Phil. Huber. * Latest figures obtainable.

*Address before the Eastern Association of Physics Teachers.

From the School Calendar for 1906, issued by American Book Company.

(Continued on page 215.)

ance for the father of the ambassador that the ambassador never got, and which the ambassador missed, and has missed all his life. When he wanted to come to college in 1872 from Philadelphia he just sat in an arm chair for ten hours—no training in that at all, but a great deal of training in what his father had to do to get to Cambridge. Now that is typical of what has happened all over our country, and in all grades of society, with regard to the training of youth.

In the training of youth during the last fifty years the memory side has been developed—the observation side has suffered.

Of course, the civilized man is not driven to the cultivation of his sense powers in the keenest way by hunger and cold, as the savage is. The savage's senses are trained to a very high degree by hunting, and finding his way in the forest, by fishing on the sea or the lake, with poor appliances, and by fighting. The civilized man lacks almost completely that development in keenness of observation which the savage got. Laboratory training corrects this defect in civilized life.

It, of course, accomplishes another effective result by giving to the few who have remarkable powers of observation a chance to cultivate those powers when young. When I was in Harvard college the young men who subsequently turned out to be physicians almost always stood near the foot of their respective classes. That was an inevitable result of the fact that the main discipline of the college was on the memory—in history and language. Of course a good training in language involves also a training in discrimination, in perceiving the differences of words and phrases; but the naturalist turn of mind had no chance at all in the college in my day, nor ever had had. Therefore the men who went into the medical school were almost exclusively drawn from the foot of the class. A very striking illustration of this general fact was Prof. Jeffries Wyman, who in college could do nothing that was set before him, a man of extraordinary gifts in naturalistic observation. He subsequently became one of the most eminent naturalists that our country has ever produced; but he was near the foot of his class in Harvard college. Mark the great change that has taken place here. I know several physicians and surgeons now practicing in Boston and other cities who were at the head or near the head of their respective classes in college. Why? Because the college now and for the last twenty-five years has offered them a series of studies adapted to their faculties, intended to bring out their powers; so that they have succeeded on the college rank lists.

There are then two quite distinct functions which school and college laboratories perform. They tend to raise the observational powers of the average, and they give a chance to men of remarkable capacities to develop those capacities. It is, however, quite possible to abuse this method of instruction as it is to abuse the use of the dictionary and grammar. By abuse I mean use in a wrong way which defeats the whole object of the training.

I had a letter recently from a professor, now past the prime of life, in a remote university, who, writing on another subject, mentioned at the end that he had always felt under obligations to a manual in the preparation of which I was concerned forty years ago—Eliot & Storer's Manual of Chemistry—and he told me why he had always felt under obligations to that elementary book. It is forty years since Professor Storer and I worked on that book, but I recollect the way we tried to perfect it. It was written out, of course, in manuscript first; then it was put into proof; and those proofs we tried on the classes we were then teaching in the Institute of Technology, where from the very start, in 1865, the laboratory method was planted and assiduously cultivated. We had a variety of classes, because we offered instruction at

that early day to teachers, both men and women; and we had classes running thru the four years of the program of instruction at the institute; and thru those various classes we had the opportunity of trying the proof sheets. The difficulty we encountered was this—that almost every person into whose hands we put those proof sheets and asked to use them in the actual performance of experiments wanted to regard the experiment as a means of verifying the statements in the manual, not for the purpose of seeing for themselves; having read what the phenomenon was to be, they were willing to try to produce this phenomenon as a means of verification. That was completely upsetting our purpose, and we struggled with some success—far from perfect success—to prepare the book so as to make that particular use of it less natural or less inevitable. At that time it was the only manual of the sort in the English language; and it was some gratification to me, a few years later, to find that the book got admission to some famous English schools where they were first trying to teach chemistry by the laboratory method; notably to Rugby. Now we have a perfect flood of experimental manuals in all the sciences, intended for use in elementary instruction, and I think I discern in all of them, thru all of them, that this same difficulty occurs—that the teacher must always struggle against the tendency of youth, the main part of whose time is given to memory studies, to regard the statement of the manual as an authority which he accepts, but is willing to verify by inspection of the results of experiment. This use of manuals, experimental manuals, is a real defeat; just as the ordinary use of a dictionary or vocabulary by the careless student who looks out the meaning of a word every time it occurs, as the quickest thing to do; defeats the real cultivation of the mind thru the study of language.

There has arisen a social and industrial condition in our country, and indeed in all the civilized countries, during the last twenty-five years, which makes more important than ever, to my thinking, the kind of training you give to children. In the first place looked at from one end of the industrial series; the independent powers of observation and inventive imagination becomes more and more important to progress in all the arts and trades and industries. This progress depends, of course, on leaders, on persons who have constructive imagination—for altho you work with your pupils with implements and material things, and desire them to observe actual, real phenomena, the progress of science, like the progress of civilization, depends really on the human imagination. At one end of the series, therefore, it is for you to train leaders and pioneers, the people who are capable, having brought themselves up to the limits of knowledge, of peering a little way into mists beyond.

But there is another great function, and that is to train men by the million to the use of implements of precision. Of course all our industries and processes of transportation and distribution are now full of that use of implements of precision, of implements which have a delicate and accurate quality; and men and women need to be trained to the use of such implements. A wonderful change in this respect you have all witnessed, tho most of you are young. It is not the soldiers only who must possess new capacities. The soldier or the sailor has now got to be almost a mechanic, skilled in the use of implements of precision; and the naturalist follows along to enable the soldier, sailor, mechanic, and workman to use his new implements.

(To be continued next week.)

The principal members of the school board of Columbus, Ohio, have expressed themselves strongly in favor of more men teachers in the schools.

The Immigrant and Our Public Schools.

By Clark Carter, Lawrence, Mass.

[Adapted from an address.]

The wonderful industrial growth of our city has given rise to many new social problems. The glad news was received in the surrounding towns, and in all the New England states, that here was work at good wages for whole families. People moved in; men, women, and children seized the opportunity, went to work, and laid the foundations of a prosperous community. Men, women, and children across the Atlantic ocean also heard the news and came thronging hither from England, Scotland, Ireland, eager to win prosperity by working hard. Most of them were sober, thoughtful people, deeply impressed with the importance of good government, and of the religious spirit and educated will which underlie good government. Therefore churches and schools were provided and patronized from the first. Steadily a city grew in response to wise direction of its industries, and loyal support of its best ideals in government—a city to become famous around the world—a city to be the refuge of people oppressed by tyrannical governments, impoverished by heavy taxes, burdened by exacting military duty, crushed by unbearable industrial conditions—a city too to be visited by distinguished travelers as a triumph of unhindered business enterprise and unstifled inventive energy.

With the rapid development of the means of transportation the same news which originally aroused the people of Andover and Methuen to seek a larger opportunity, and which soon was awakening the toilers of the British Isles and bringing them to Lawrence is now reaching the ears and firing the ambition of the dwellers in Eastern Europe and Western Asia. It is the same impulse now as in the beginning, the desire to win prosperity by well paid toil. Men, women, and children are coming from Poland, Austria, Italy, Turkey, to earn money. They are not so unsophisticated as some of the earlier immigrants, who expected to find gold pieces lying in the streets to be gathered as soon as they disembarked. These immigrants of alien tongues and unusual garb are expecting only work and plenty of it. They leave at home their aged and infirm, and often their infants. Vigorous men, unmarried women, women past the age of child bearing, but not yet old, and children large enough to be put at once to work are pouring in upon us now. When they have won their way to prosperity they intend to send passage money to bring to them the loved ones left behind. So eager have they been in their ambition to work and earn, that many little children have been given false ages by their parents, and little folks of 9 and 10 and 11 years have been put to work as if they were 14 years of age. Age certificates are often presented to the superintendent of schools, which are so evidently fraudulent that grave suspicion has been aroused concerning the honesty of the municipal and church authorities in the cities and towns from which the applicants come. Evidently the laudable ambition to share the prosperity of this is noted. American community has balked at no artifice of falsehood, perjury or bribery to secure admittance to the privilege of work. There has even been a trade in the possession of workable children. Neighbors and relatives entrust their own to the care of intending emigrants; and the result here is seen in astonishingly large families of children between the ages of 14 and 16, and the hesitancy of children in answering questions as to their names and ages.

But a law passed by the legislature in 1905, which took effect on the first of January, 1906, has been

thrust as a bar to progress across this ambitious tide of immigration. The immigrant, recent or prospective, resents its intrusion upon his plans. It prohibits the employment of children who are over 14 and under 16 years of age who are not able to "read intelligently and write legibly simple sentences in the English language." A month ago nearly 300 boys and girls had to come out of Lawrence mills alone because they could not meet these conditions. In Fall River, 500 children were discharged. In Lowell, New Bedford, Holyoke, similar disturbance of family, industrial, and educational life was made. Why? The overseer in the mill asks the question because his ability to manufacture goods is hindered. The taxpayer asks the question because he sees the expenses of the school board increased in order to maintain a special school for illiterates. The recent immigrant asks the question, because his family income has been reduced by sending out his children of the mill into the school, and the intending immigrant, over there in Italy, or Russia, or elsewhere, asks the question. Because if his children can not work in Lawrence until they can learn the English language, the home will have to be supported by his own toil, if he comes hither, instead of by the labor of his children. And we are here to-night, in the North Essex Congregational Club, asking the same question, "Why is the public school pushed so boldly into the pathway of the immigrant?"

The city of Lawrence, like the state of Massachusetts of which it is a part, has been a safe refuge of the oppressed, a place worth coming to out of many kinds of trouble, and from many lands, because here educated citizens have made the opportunity larger than one of mere work. Lawrence, herself, is a school as truly as she is a cluster of busy mills. Her children have the privilege of working, but to fit them to enjoy the fruits of work, they first have the privilege of going to school. When the new law went into operation here only three children between 14 and 16 born in the city were found unable to read and write. The surprise of the authorities at finding any such, and the fact that there were only three, illustrate the prevalence of the public support of the school system. It is expected that every boy and girl will have the essential rudiments of an education. From the first settling of New England our immigrant ancestors, for the most native Americans of all this assembly are descendants of immigrants, the school-house has stood beside the church.

Is it not wise to insist that no child shall be deprived of his education? For the sake of the child, for the sake of the child's parents, for the sake of the child's neighbors, and for the sake of the future of the state, every child must be educated.

The overseer in the mill doubtless has found the fingers of little children more nimble than the fingers of older children and youth. For certain processes the work of boys and girls of 9 and 10 is unquestionably profitable. Dr. Hall in his exhaustive study, entitled, "Adolescence," speaks of the years from 9 to 12 as especially favorable to the cultivation of dexterity. It is the age of learning to play musical instruments; the period in a boy's life when he develops skill with bat and ball. That overseer who is only thinking of material production, naturally resents the removal from their places of these little people who would never have been at work for him had not their parents falsified their ages. It had been thought that the children of these more recent immigrants were smaller than American born chil-

dren. But now that the new law is sending out the illiterates, and a more accurate observation of comparative sizes and ages is possible, it is seen that the Italian, Syrian, and Russian children of 14 years are quite as large and well developed as native boys and girls of the same age. But over against the overseer's narrow opinion it is well to put that broader view of one of our best mill agents, one who has himself had experience all the way from the bottom to the top. It is that, while raising the age and educational standards causes temporary disturbance in the operating of a mill every such elevation of standards so far has resulted in an improvement of the character of the operatives; and so has been advantageous to the manufacturer.

To the questioning taxpayers, the answer comes that the special school for illiterates is now taking the place in considerable degree of the evening school which has long been maintained; is doing the same work more rapidly and effectively—will soon have accomplished its first purpose; and, above all, will give to the community young people who will the sooner become taxpayers themselves.

The immigrant, recent or prospective, needs a lesson on the very threshold of life in America to the effect that money is not the one foundation stone of greatness or success. Massachusetts thru her laws says to the new comer, "I know that your child will be a more useful man or woman, if given first of all the advantages of the public schools. Altho you do not yourself see the importance of this I shall insist on your child enjoying these advantages. After a while you will thank me. I can wait for your thanks till you have learned with your child the lessons I am teaching."

It is worth our while, it is for the safety of the state, for the advantage of the city, for the prosperity of the family, and for the development of the child, that the democracy and intelligence of the public school should be set as an ideal before the mind of every immigrant child.

School Attendance.

By G. J. HILL, in the *London Journal of Education*.

I have a weakness, for which I apologize, that of trying to make myself practically acquainted with any work with which I am brought into relation. I have another weakness, that of wandering thru the slums and ghettos which form the ragged fringe of great cities. I have walked about High street and Canongate in Edinburgh, Gallowsgate in Glasgow, Scotland Road in Liverpool, Ancoats in Manchester, Digbeth in Birmingham, Sneinton Market in Nottingham, Whitechapel in London, the Faubourg St. Antoine in Paris, Bowery in New York. Everywhere the hungry, dirty crowd, without which civilization appears to be unable to exist. Will it ever be so?

Having an afternoon's holiday, I spent it—strange taste—in accompanying one of the at-

tendance officers on his round thru one of the most squalid quarters of Liverpool. The work of these officers brings them, of course, into contact with the worst specimens of the poor. Even an afternoon's experience makes the heart sink. The perpetual dirt and wretchedness contrast terribly with the bright blue sky of this warm afternoon of early spring, and one ruminates ruefully how it might have been spent in paying the annual visit to one's old friends—the hazel catkins on the hedge; star buttercup and stitchwort and mercury below them; coltsfoot in the rougher meadows; primroses in moist places; and above, here and there, a thrush, whistling his fullest notes.

Our friend is popular in his district. He combines firmness and tact. He confides to me—not in set terms—that one secret is, while prepared for the worst, to think the best of those whom he visits. I am sympathetic, I think, with the poor, but he required, it seemed to me, all the power of a strong imagination.

As in other departments of scientific research, in looking for a certain result, one unexpectedly meets with another. A visit such as mine throws light upon the question of the housing of the poor, and one concludes that the faults are not entirely on the side of the ground landlord. Bad tenants repeatedly move or "flit." The best reference for a landlord is a satisfactory weekly rent-book; the bad tenant

Educational Statistics of States and Leading Cities—1904-1905
(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
MICHIGAN—Con'd:						
Jackson.....	L. S. Norton.....	25,180	20,798	3,819	100	\$108,963
Kalamazoo.....	S. O. Hartwell.....	24,404	17,853	4,642	131	263,042
Muskegon.....	Joseph M. Frost.....	20,818	22,702	3,424	110	110,612
Lansing.....	W. D. Sterling.....	16,485	13,102	2,724	87	65,563
MINNESOTA.....	J. W. Olsen.....	1,754,394	1,301,826	280,794	13,216	8,895,269
Minneapolis.....	Charles M. Jordan.....	28,718	164,738	35,022	996	1,357,705
St. Paul.....	A. J. Smith.....	163,065	133,156	22,850	650	725,445
Duluth.....	R. E. Denfield.....	52,969	33,115	9,533	290	425,211
Winona.....	Chas. R. Frazier.....	19,714	18,208	3,200	94	75,000
MISSISSIPPI.....	H. L. Whitfield.....	1,551,270	1,289,600	*245,648	*9,342	*2,140,647
Vicksburg.....	C. P. Kemper.....	14,834	13,373	1,893	51	30,000
Meridian.....	J. C. Fant.....	14,050	10,624	2,066	62	38,425
Natchez.....	J. R. Linn.....	12,210	10,101	1,151	35	19,062
Jackson.....	Edward L. Bailey.....	7,816	5,920	1,487	42	25,832
MISSOURI.....	W. T. Carrington.....	3,106,665	2,679,184	*465,131	*16,923	*7,611,868
St. Louis.....	F. Louis Soldan.....	575,238	451,770	61,890	1,923	2,854,661
Kansas City.....	J. M. Greenwood.....	163,752	132,716	*22,205	*722	*672,459
St. Joseph.....	J. A. Whiteford.....	102,979	52,324	8,229	276	336,194
Joplin.....	W. P. Roberts.....	26,023	9,943	4,593	114	83,400
Springfield.....	J. Fairbanks.....	23,267	21,850	4,168	94	73,731
Jefferson City.....	J. N. Tankersley.....	9,664	6,742	1,100	31	59,687
MONTANA.....	W. E. Harmon.....	243,329	132,159	33,649	1,595	*665,304
Butte.....	Robert G. Young.....	30,470	10,723	6,200	205	260,000
Great Falls.....	S. D. Largent.....	14,930	3,979	2,012	65	82,000
Helena.....	Randall J. Condon.....	10,770	13,834	1,892	72	97,568
NEBRASKA.....	J. L. McBrien.....	1,066,300	1,058,910	180,771	9,714	4,890,197
Omaha.....	W. M. Davidson.....	102,555	140,452	14,525	432	581,941
Lincoln.....	W. L. Stephens.....	40,169	55,154	5,780	196	193,066
South Omaha.....	J. A. McLean.....	26,001	8,662	3,653	127	258,870
NEVADA.....	Ernie Ring.....	42,335	45,761	5,182	357	257,500
Reno.....	E. E. Winfrey.....	4,500	3,503	*900	35	*60,000
Virginia City.....	G. C. Ross.....	2,695	8,511	351	12	13,642
NEW HAMPSHIRE.....	H. C. Morrison.....	411,588	376,530	*47,560	*2,339	*1,276,623
Manchester.....	Charles W. Bickford.....	56,987	44,126	4,412	150	144,447
Nashua.....	Jas. H. Fassett.....	23,898	19,311	2,499	91	71,000
Concord.....	L. J. Rundlett.....	19,632	17,004	2,395	90	79,570
NEW JERSEY.....	Charles J. Baxter.....	1,883,669	1,444,933	253,561	9,131	10,121,948
Newark.....	A. B. Poland.....	246,070	181,830	34,747	1,046	1,361,957
Jersey City.....	Henry Snyder.....	206,433	163,003	25,775	662	1,046,633
Paterson.....	Wm. E. Chancellor.....	105,171	78,347	13,008	419	385,130
Camden.....	James E. Bryan.....	75,935	58,313	9,429	350	485,882
Trenton.....	E. Mackey.....	73,307	57,458	9,279	272	262,700
Hoboken.....	A. J. Demarest.....	59,364	43,648	7,810	222	218,325
Elizabeth.....	Wm. J. Shearer.....	52,130	37,764	7,835	175	147,710
Bayonne.....	J. H. Christie.....	32,722	19,033	7,204	183	161,203
Atlantic City.....	Chas. B. Boyer.....	27,838	13,055	3,869	125	106,950
Passaic.....	O. I. Woodley.....	27,777	13,028	6,025	153	158,614
Orange.....	Wm. M. Swingle.....	24,141	18,844	2,818	109	110,000
NEW MEXICO.....	Hiram Hadley.....	195,310	153,593	30,000	1,300	700,000
Albuquerque.....	J. E. Clark.....	6,238	3,785	1,450	37	32,000
Santa Fe.....	James A. Wood.....	5,603	6,185	351	11	9,070
NEW YORK.....	A. S. Draper (Com.).....	7,268,894	5,997,853	963,780	35,552	43,750,277
New York City.....	Wm. H. Maxwell.....	3,437,202	2,492,591	487,005	13,777	32,318,705
Buffalo.....	Henry P. Emerson.....	352,387	255,664	45,501	1,358	1,571,404
Rochester.....	Clarence F. Carroll.....	162,608	133,896	19,605	652	754,868
Syracuse.....	A. B. Blodgett.....	108,374	88,143	10,663	318	485,554
Albany.....	Chas. W. Cole.....	94,151	60,956	6,000	217	326,009
Troy.....	Edwin S. Harris.....	60,651	44,007	7,688	263	265,071
Utica.....	Martin G. Benedict.....	56,383	32,033	7,885	258	385,665
Yonkers.....	C. E. Gorton.....	47,931	35,005	6,238	201	145,154
Binghamton.....	J. Edward Banta.....	39,647				

* Latest figures obtainable.

From the School Calendar for 1906, issued by American Book Company.

borrow a friend's satisfactory book, and shows it to the landlord's agent (who later on discovers his mistake) as her own. Balustrades, paper on the wall, any woodwork will be pulled down for firing. After a few weeks, rooms will be left in filthy condition, to be renovated for, possibly, a similar tenant. The furniture may consist of little more than a box or two. "Flitting" is not a difficult process, and, in some cases, at least, rent can be obtained on Monday morning by threats and bullying only. The rent collector is not always a popular character.

In this connection it is curious to remark that, while the surrounding houses, even to their cellars, swarm with occupants, not one of a row of good cottages erected by the Liverpool Corporation is let.

The following are one or two characteristic tales, told me by the way. The attendance officer called at a house one Monday morning. Almost immediately upon knocking thereat, the door flew open, disclosing a gigantic Irishman brandishing an axe. After glaring upon our friend for a few seconds, the tenant exclaimed: "I beg your pardon, sorr, I thought you was the landlord."

The poor in Liverpool are very clannish, and live strictly in districts according to nationality or religion. We are upon the border of an Irish Roman Catholic district, but just out of it, only an occasional straggler being found in ours. Ours is English, the husbands nearly all dock laborers or seamen (firemen and the like), and one peculiarity of the women is that, while they will, and do, travel round hawking, they consider it *infra dig.* to go out washing or "char-ing," or to any service in another person's house, altho occasionally some of the younger women may become "step girls."

The officer came one day suddenly upon a party of ladies who were unbending the bow by pelting one another with ripe onions, the surplus stock of a lady whose honesty (and the sagacity of her customers) did not allow her to sell it. The proprietress, whose tendency to *embonpoint* prevented her from taking an active share in the game of skill and chance, was seated on the handle of the barrow, much interested in the sureness of hand and eye shown in the throwing of the missiles, only equalled by the nimbleness and agility displayed in avoiding them. One of the players, all flurried, looked up, and, unexpectedly, saw our officer. "Look out; here's a 'tec'!" she exclaimed. "No," said the peripatetic merchant; "it is only the School Board, God save him!"

"Where's Johnny Dash?" said the officer on one occasion. "Well," said his mother, "he broke his leg yesterday afternoon; but he is coming to school to-morrow." "Coming to-morrow?" "Yes; it is a wooden leg," replied Mrs. Dash. It appeared that the boy had broken his wooden leg, and his father, a constructor of clothes-props, was making a new one.

I have, one way and another, in very different parts of England, been brought into relation with the very poor. And, in common with others who have had similar experience, familiarity has produced sincere admiration and respect for the courage, the good temper, the neighborly fellow feeling with which many suffer their pathetic condition—which Mr. Booth and Mr. Rowntree have helped to teach us is less often deserved than we are disposed to imagine.

There are, of course, wastrels and undeserving, and certainly the mothers of these bad attendants at school did not appeal to my sympathy. There was one example of a woman who appeared to be genuinely ill, and who had kept her little daughter at home to help her, but, as a rule, the cases gave me the impression of listless idleness, drink, and untruthfulness. Some affected surprise that so much fuss should be made over keeping children away two

half-days per week; others disputed the absence. More than one woman had had enough to drink; others showed evidence of drinking habits in their faces, or, as Dickens says somewhere, if they did not drink, they might have brought an action for libel against their countenances and recovered heavy damages.

Here are details of some of the cases. In those of two truants sympathy might be felt for the relatives in charge. The first was a little boy of over seven. His mother was dead. His father had deserted the children. The boy was kept by an elder brother, who was at work, and a sister, a bright-eyed girl, whom we saw at home. The boy is beyond his sister's control, steals his brother's money, and perpetually roams the streets. The attendance officer says he is a persistent liar, and he thinks the most impudent youngster he has ever met. The next is a boy of nearly fourteen; he has always been a truant, is now in the third standard only, and, being big for his age, shame partly keeps him from attending. His father is a seaman, and he also is beyond his mother's control. The mother is assured that, unless he attend regularly until he can claim exemption, he will be sent to an industrial school for two years.

At one house, and one only, a girl of "flash" appearance answered the door; at another, on a sympathetic remark to the mother that her six small children all around her (more than one of them afflicted with ophthalmia, the reason of absence from school) were rather a large family, we received the retort that, had she a dozen, it was no business of ours. One lady had arrived at that stage of untruthfulness that, to speak charitably, one might alter for her unfortunate case Charles Kingsley's words upon the swearing Squire Lavington: "It is hardly a sin with her now, I think. She has become so habituated to it that she attaches no meaning nor notion whatsoever to her own untruths." She was what an impolite member of her own sex might have termed a "brazen hussy," yet a woman still young, as, indeed, many of those upon whom we called were. "Why had her boy?" (a little fellow, by-the-by) "been away?"—"He had not been away." "Yes, he was away last Thursday afternoon."—"Begging your pardon, he was not." "Oh! yes he was."—"Well, would you send him to school, when his teacher, Miss Bessie, hit him with a stick across the face; you could see the welt if he were here; hit him under the ear with a stick as thick as your middle finger?" "Was the boy at home now?"—"No, he was not." Proof, therefore, was not forthcoming, and the officer told me the recital was a tissue of untruths.

We were fortunate in finding one man only at home. This individual was seated over the fire, smoking, in a room where his better half was wringing out some washing. He was in the condition known as "slightly in beer," and was apparently, like some others of his class, I am disposed to think, somewhat of a public-spirited politician. After removing his pipe and expectorating in the fire, he apostrophized in indignant disdain: "What I want to know is, what do they learn them at these Board schools, do they give them a good education?" The officer replied civilly that he was not answerable for the quality of the education, and wished him good day.

Corporal punishment still survives in the Boston schools. With an average attendance of 563 the Quincy school has a record of 524 cases of corporal punishment in five or six months. "Lickin' and larnin'" go hand in hand there, evidently, with almost one licking per pupil. Can this record be equaled anywhere in civilization? Yet this is Boston. Well nigh incredible, but such are the facts.

Economical Electric Light for Schools.

By ROBERT BRUCE, Clinton, N. Y.

Of the cleanliness and general good service of electricity for the lighting of school buildings there is no doubt. The dependence upon some outside source of supply is usually necessary, this system satisfies the major requirements of a safe, steady, and efficient light; and as such it will advance in popularity and extent of use as new buildings are erected and old ones reconstructed. Unlike a privately produced system of illumination—as for instance, acetylene gas—the cost of electric light is commonly determined by local and special conditions. In the case which the writer directly knows thru his place on the school board of an inland city in New York state, this cost has been about 1½ cent per lamp per hour. I dare say this is not far from the average.

School Board's Attention Lowers Expense.

The installation and equipment of a school building for electricity must necessarily be given over to men practically acquainted with the requirements of that sort of work, and the principal care is that it shall be done at fair cost and well. Examination by the architect or other expert is always to be recommended before paying the contractor's bill in full. Subsequently however, the school board should know enough about the matter to secure in the first place a favorable rate from the company supplying the light, and afterward to enforce an economical service thru all changes—including changes of engineers and janitors—that may come about.

Generally speaking, two 16 candle-power lamps per 100 square feet of floor space give good illumination, three very bright and four brilliant light. These figures are of course modified by height of ceiling, color of ceiling and walls, and other conditions. White walls require only about one-third as much light as dark ones for the same illumination. Larger lamps may be used for lighting large areas, but the average school-room will be more conveniently and effectively lighted by an equivalent number of 16 candle-power lamps. While these figures apply more directly to light transmitted from some central station to the school building, they are applicable also to structures provided with their own electric lighting plants. Considerations affecting the economical and efficient operation of the one obtain in the case of the other.

Incandescent Lamps Short-Lived.

While the theoretically perfect incandescent lamp should maintain its original candle-power indefinitely there is a constant and gradual deterioration of the filament which creates a steady leakage of candle-power. The best lamp is that which, with a minimum cost, produces the maximum light. Since the loss is gradual and constant, and in a certain sense cumulative, there is bound to come a time in the life of a

lamp when its continued use ceases to be economical. This subject is well explained in a recent publication by the General Electric Company, in which the broad statement is made that no incandescent lamp is economical to burn over 1,000 hours, and in a great majority of cases the limit is under 600 hours.

An incandescent lamp is considered simply as a transformer, receiving current and transforming it into light. The efficiency gradually decreases, and after a time there may be a loss of 50 per cent.; in other words, the same amount of current produces only about half the light. Such a state of affairs, if in an engine or boiler, would demand prompt repair or replacement. Attempting to remedy this by raising the voltage is bad practice, since the increased pressure damages every new lamp placed in the circuit. These principles are recognized by the large lighting companies, who employ a force of men to weed out all dim lamps. An average life of 600 hours should be assumed, and the records should show how many lamps ought to be renewed each month or year to keep the average within this limit.

Uniform Voltage Desirable.

Excessive voltage is not recommended, because it decreases the total light of the lamps and increases the power required. When light is charged by meter the higher power of consumption dissatisfies, and

Educational Statistics of States and Leading Cities—1904-1905

(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
NEW YORK—Con'd:						
Elmira	C. F. Walker	35,672	30,893	4,260	162	\$125,626
Schenectady	J. T. Freeman	31,682	19,902	5,642	166	219,472
Auburn	R. C. Thompson	30,345	25,858	3,110	135	113,538
Newburgh	S. M. Shear	24,943	23,087	3,500	109	101,101
Kingston	S. R. Shear	24,535	21,261	3,306	105	99,667
Poughkeepsie	Wm. A. Smith	24,029	22,206	4,300	100	83,597
Cohoes	Edward Hayward	23,910	22,509	2,500	76	51,000
Jamestown	Rovillus R. Rogers	22,892	16,038	3,987	125	118,099
Oswego	George E. Bullis	22,199	21,842	2,852	92	57,057
Watertown	Frank S. Tisdale	21,690	14,725	3,617	123	120,325
Mt. Vernon	Chas. E. Nichols	21,228	10,830	4,278	120	149,207
Asterdam	H. T. Morrow	20,929	17,336	2,535	76	70,563
NO. CAROLINA						
Wilmington	J. Y. Joyner	1,893,810	1,617,947	293,787	9,376	2,147,579
Charlotte	John J. Blair	20,976	20,056	3,014	55	26,500
Asheville	Alexander Graham	18,091	11,557	3,095	57	42,040
Raleigh	R. J. Tighe	14,694	10,235	1,454	40	36,937
Greensboro	Edward P. Moses	13,943	12,698	1,780	46	38,000
Winston	W. H. Swift	10,035	3,317	1,700	46	22,094
	W. S. Snipes	10,008	8,018	1,217	36	18,000
NORTH DAKOTA						
Fargo	W. L. Stockwell	319,146	182,719	99,500	5,400	2,500,000
Grand Forks	W. E. Hicks	9,580	5,664	1,844	58	75,025
Bismarck	J. Nelson Kelly	7,652	4,979	1,637	49	82,306
	Wm. Moore	3,319	2,186	417	18	18,041
OHIO						
Cleveland	Edmund A. Jones	4,157,545	3,672,316	618,495	26,552	17,564,645
Cincinnati	Stratton D. Brooks	381,768	261,353	52,102	1,629	2,649,053
Toledo	F. B. Dyer	325,902	206,908	34,335	1,004	1,155,524
Columbus	Henry J. Ebarth	131,822	81,434	19,038	516	553,261
Dayton	Jacob A. Shawan	125,500	88,150	17,198	540	663,444
Youngstown	John W. Carr	85,333	61,220	11,960	402	437,001
Akron	N. H. Chaney	44,885	33,220	6,366	207	200,000
Springfield	H. V. Hotchkiss	42,728	27,601	7,016	225	242,327
Canton	Carv Bogges	38,253	31,895	5,420	172	169,538
Hamilton	John M. Sarver	30,667	26,180	5,502	158	176,531
Zanesville	Darrell Joyce	23,914	17,565	3,343	112	125,000
Lima	W. D. Lash	23,538	21,009	3,300	98	100,000
	John Davison	21,723	15,981	3,488	110	109,338
OKLAHOMA						
Oklahoma City	L. W. Baxter	398,331	61,834	93,495	3,671	1,359,623
Guthrie	Ed. S. Vaught	10,037	4,151	3,385	106	78,000
	Frank E. Buck	10,005	5,333	2,350	56	31,148
OREGON						
Portland	J. H. Ackerman	415,536	313,767	78,114	4,022	2,245,156
Salem	Frank Rigler	90,426	46,385	12,419	384	570,835
	J. M. Powers	4,258	(No ret rns)	1,300	41	37,000
PENNSYLVANIA						
Philadelphia	Nathan C. Schaeffer	6,302,115	5,258,014	925,234	32,425	27,073,564
Pittsburg	Edward Brooks	1,293,697	1,046,964	141,568	3,924	4,928,802
Allegheny	Samuel Andrews	321,616	238,517	39,770	1,197	2,006,483
Scranton	John Morrow	129,896	105,387	13,895	436	825,758
Reading	G. W. Phillips	102,026	75,215	14,010	418	484,547
Erie	Charles S. Foos	78,961	58,661	10,383	334	403,712
Wilkesbarre	H. C. Missimer	52,733	40,634	8,033	236	168,183
Harrisburg	Jas. M. Coughlin	51,721	37,718	7,375	192	186,467
Lancaster	F. E. Downes	50,167	39,385	7,095	218	260,648
Altoona	R. K. Buehrle	41,459	32,011	4,704	125	203,910
Johnstown	H. J. Wightman	38,073	30,337	6,517	180	271,778
Allentown	James N. Muir	35,936	21,805	5,300	166	173,212
McKeesport	P. D. Raub	35,416	25,228	5,536	139	209,150
Chester	Joseph B. Richey	34,227	20,741	5,405	158	209,113
York	A. Duncan Vocum	33,988	20,226	4,662	149	130,797
Williamsport	A. Wanner	31,708	20,793	4,820	150	186,346
Newcastle	Chas. Lose	28,757	27,132	4,264	119	134,306
Easton	T. A. Kimes	28,330	11,600	4,393	136	138,103
Norristown	Wm. W. Cottingham	25,238	14,481	3,800	112	208,928
	Jos. K. Gotwals	22,265	19,791	2,430	80	73,994
RHODE ISLAND						
Providence	Walter E. Ranger	428,556	345,506	51,692	1,897	1,804,761
Pawtucket	Walter H. Small	175,507	132,146	22,500	710	1,087,046
Woonsocket	M. J. O'Brien	30,231	27,633	9,183	211	181,465
Newport	J. B. McFie	28,304	20,830	2,913	103	116,744
	Herbert W. Lull	22,034	19,457	3,113	128	120,308

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(Continued on page 115.)

when charged by contract there is a loss to the contractor. The commercial life of the lamp is also decreased by increased pressure, and this decrease is at a far more rapid rate than the increase of pressure. It is shown that a three per cent. increase of voltage sacrifices one-half of the life of the lamp, while a six per cent. increase reduces the life by two-thirds. These assumptions apply with special significance to alternating current systems in which there are two sources of possible irregularity in voltage—the generator and the transformer. The substitution of one large transformer for a number of smaller ones, and those of modern type for the old and inefficient ones, has been of great advantage to stations. In the selection of transformers the essential consideration is quality, which should have preference over first cost. The transformer should maintain its voltage ratio well within three per cent. of normal. Constant voltage at the station is not what is wanted so much as constant voltage at the lamps, and this can only

be obtained by the frequent use of reliable portable voltmeters.

Lamp Renewals—Cost.

A lamp has passed the period of its useful life when it has lost 20 per cent. of its candle-power which, in the case of a 16 candle-power lamp, would leave 12.8 candle-power. The useful life of the lamp, then, is the period during which it is suffered this loss. At the present reasonable price of lamps, frequent renewal is advisable for both customer and station.

The blackening of bulbs is another common defect in incandescent lamps, and while a lamp may lose in candle-power and exhibit but little blackening it may, on the other hand, become quite black while losing little of its power. This is illustrated by the fact that a 50-volt lamp, which has a more stable filament than the 110-volt lamp, often shows considerable blackening with little loss of candle power. The remedy for blackened bulbs is also correct regulation of pressure and frequent renewals.

School Athletics.

By Supt. Frank Herbert Beede, of New Haven, Conn.

(Part of Report.)

Granting the supposition that physical exercise in the form of organized athletic sports may be a good thing for young people and recognizing the fact that boys of high school age will be sure to find some means of gratifying their fondness for athletic sports either in connection with the school or in other ways, the practical question for the school to decide is whether, considering the matter from all sides, it is best to allow athletic organizations in connection with the school, with their regulation, supervision, and control by school officials, or whether it is best to abolish athletics from the school, placing all responsibility for the conduct of pupils in these matters with parents and other outside authorities, and leaving to the pupil the necessity of gratifying his fondness for sports in organizations not associated with the school—organizations which are frequently dominated by influences which, for boys of high school age, are exceedingly harmful.

My own opinion is that, while every case must be decided by existing conditions, the former is, in general, the wiser course. It seems to me better to allow high school boys to have their own games and contests among themselves and to engage in friendly rivalries with other schools under the advice and the sympathetic control of the teachers of the school than it is to drive them away from the school to engage in these contests under conditions that may be and often are, distinctly bad.

It is true that abuses may creep into school athletics, that are demoralizing to those who engage in them and harmful in their influence upon the school they represent. These abuses, are, however, not so much characteristic of boys' sports as they are the result of the present dominant tendencies in athletics among older men. Boys imitate their elders and most of the irregularities in school athletics to-day are a direct inheritance from college life; when men act like boys it is difficult to make boys act like men. The natural tendencies in boys' sports, when not influenced from outside, are not bad. Boys naturally are fond of play for its own sake, they like clean sport, they are fair, friendly, and generous toward their opponents, they admire physical strength and skill in either friend or foe, they play for the genuine enjoyment of the sport as well as for the purpose of winning the game. This spirit is one of the fine things about life among school boys. To win, at any cost, by fair means or foul, and to secure athletic

advantage by diplomacy, chicanery, and intrigue do not belong, naturally, to boys' sports.

With the apparent present-day tendencies in athletics and with the doubtful standards which have been raised, school athletics will not take care of themselves. They must have supervision and control by the school authorities. The moral tone of school athletics will depend ultimately upon the stand of the principal in this matter and to him should be given by the school board, if his own office does not give him this authority, practically autocratic powers in their control—powers which, of course, he will use with sympathy and consideration but when necessary, with decision and firmness, and also, if occasion requires, with entire disregard of the wishes and opinions of the school.

I am certain that a determined and high-minded principal, supported by school officials, can so control school athletics, not only on school days and on school grounds, but also on holidays and away from the school, as to eliminate all objectionable features from athletic contests, to confine them within the natural limitations of schoolboys' games, to prevent their interference with regular school work and to create a sane, healthy, and honest interest in them. When this is accomplished, athletics are a useful feature of school life. They promote an interest in outdoor life, beget a desire for good health and for bodily strength and skill, and more than all else, substitute an interest in things wholesome and legitimate for other interests that might be harmful and demoralizing. When, moreover, any school has learned to hold up, as its ideals, fair play, clean sport, and manly contests and to realize that defeat in honor is better than victory in disgrace, this spirit cannot fail to work for good in the general morale of the school.

It hardly needs to be said that if, at any time, any branch of athletic sports should prove injurious, physically or morally, it should promptly be abolished, and that if the general influence of athletics in a school should prove permanently harmful they should unhesitatingly be discontinued.

In our high school there has been noticeable improvement in athletic tendencies in the last dozen years. Several of the men teachers are actively interested in athletics and give valuable advice and assistance in the athletics and assistance in the management of the athletic organizations of the school.

No pupil is allowed to take part in any game unless he is a regular member of school in full standing. A mark of "deficient" in any study for one month debars the pupil from membership of any team until the mark is removed by a special examination or until a later month's report has no "deficient" mark. These rules are strictly enforced and altho they frequently have prevented the participation of good players in the games of the school, yet they have greatly improved the personnel and the general character of the teams.

Need of Power of Work.

By SARAH LOUISE ARNOLD.

[Abstract of an address.]

The state has no reason for contributing to the education of the youth of the land excepting that in later years the boys and girls may contribute to the welfare of that state, or at least be so fitted that they will not have a retarding influence on progress; that is the reason for the crowning of the hills with school-houses.

What qualities are we to expect in those who are to follow us? They must have knowledge, but knowledge is not synonymous with education. Knowledge includes the ability to use life, to appreciate the beautiful and take pleasure in one's duty, the ability to work, to accomplish what the world demands and the power of self-sacrifice.

What training gives these things? The ability to read goes far to make the free man. By this ability we are no longer pinned down to our day and generation. The story of history and the geographical world is ours. But the mastery of the book does not depend only on a knowledge of words but on the meaning of the contents.

Books have but two themes, the world of nature and the life of man. Along with the education from the book should go the teaching of home, of friends, and associations. Something must be obtained from nature; from the woods, the fields, the water. It is important to know what is going on. That is where the boys have the advantage. Book knowledge enlarges the life but that knowledge is useless without the knowledge that comes from experience.

There should be a wholesome enjoyment of life. There are those who think that because a thing is enjoyable it is in its heart of hearts, a wrong; that it must be wrong because it is pleasing. Life, liberty, and the pursuit of happiness were the great trio fixed upon by our sturdy forefathers; and our education is wholesome and wise only when we know how to be happy in the place in which we are. That work, which we abhor contributes little good to us or to the world, but that work which we take pleasure in is what counts. We will never do our work right if we know nothing but our work.

The power of work; this the key of industrial edu-

cation. We keep and hold only what we can use and give away. The thing that belongs to you is what you can use; things may be told you but they are not yours until you know them. Experience can only be obtained for one's self. There is an economic reason for industrial education. Frequently girls, who from childhood have had everything do not know anything. Many are the instances where mothers and daughters, by the loss of husbands and fathers, have been left utterly unprepared to face the world. The shame of not knowing how to serve those who serve us! All should know how to do so getting, for it is not fair to the world for us to pass thru without leaving it better.

The Department of Superintendence of the National Educational Association, was in session at Louisville, Ky., Tuesday, Wednesday and Thursday of this week. THE SCHOOL JOURNAL will publish a comprehensive report of the meeting, and also all the papers, complete or in abstract.

Educational Statistics of States and Leading Cities—1904-1905
(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
SO. CAROLINA	O. B. Martin	1,340,316	1,151,749	209,389	5,947	\$1,046,143
Charleston	Henry P. Archer	55,807	54,955	5,450	114	70,327
Columbia	E. S. Dreher	21,108	15,353	2,076	59	38,479
SOUTH DAKOTA	M. M. Ramer	401,570	328,808	106,822	5,025	2,868,115
Sioux Falls	Frank C. McClelland	10,266	10,177	1,070	69	63,483
Pierre	Wm. P. Dunlevy	2,306	2,325	247	15	10,000
TENNESSEE	S. A. Mynders	2,020,616	1,767,518	344,882	9,613	2,602,141
Memphis	Geo. W. Gordon	102,320	64,495	8,122	263	255,507
Nashville	H. C. Weber	80,865	76,168	10,007	242	190,781
Knoxville	Albert Ruth	32,637	22,535	4,507	105	59,261
Chattanooga	S. G. Gilbreath	30,154	29,100	4,755	103	53,005
TEXAS	R. B. Cousins	3,048,710	2,235,523	433,084	16,379	7,036,534
San Antonio	L. E. Wolfe	53,321	37,073	8,043	183	210,571
Houston	P. W. Horn	44,733	27,557	6,423	212	166,522
Dallas	L. Long	42,658	38,067	7,324	194	152,459
Galveston	H. H. Ransom	37,780	29,084	3,024	97	73,574
Fort Worth	Alexander Hogg	26,688	23,076	4,665	118	95,000
Austin	A. N. McCallum	22,258	14,575	3,042	83	64,580
Waco	J. C. Lattimore	20,686	14,445	2,820	91	73,453
UTAH	A. C. Nelson	276,749	207,905	58,691	1,734	1,680,061
Salt Lake City	D. H. Christensen	53,531	44,843	11,393	360	486,479
Ogden	William Allison	16,313	14,889	4,076	120	117,000
VERMONT	Mason S. Stone	343,641	332,422	48,845	3,310	1,263,982
Burlington	Henry O. Wheeler	18,640	2,031	2,031	84	65,288
Rutland	Willard A. Frasier	11,499	10,651	1,704	55	45,563
Barre	O. D. Mathewson	6,448	4,146	1,847	59	51,632
Montpelier	F. J. Browncombe	6,266	4,160	794	27	22,409
VIRGINIA	Jos. W. Southall	1,854,184	1,655,980	312,857	8,967	2,676,167
Richmond	Wm. F. Fox	85,050	81,388	9,930	298	223,263
Norfolk	Richard A. Dobie	46,624	34,871	5,369	110	85,776
Petersburg	D. M. Brown	21,810	22,680	2,379	54	24,094
Roanoke	Bushrod Rust	21,495	16,159	3,267	80	48,040
Newport News	W. C. Morton	19,635	4,449	1,860	55	34,797
Lynchburg	E. C. Glass	18,891	19,709	2,800	77	49,000
WASHINGTON	R. B. Bryan	518,103	349,390	118,852	5,179	4,305,531
Seattle	Frank B. Cooper	80,671	42,837	18,866	425	823,154
Tacoma	A. B. Warner	37,714	36,006	7,687	230	320,590
Spokane	A. A. Torney	36,848	19,922	7,943	200	389,753
Olympia	W. W. Montgomery	4,082	4,698	934	28	23,136
WEST VIRGINIA	Thos. C. Miller	958,800	762,794	159,703	7,519	2,897,543
Wheeling	H. B. Work	38,878	34,522	4,075	154	144,400
Huntington	W. M. Foulk	11,923	10,108	2,696	64	48,933
Parkersburg	J. W. Swartz	11,703	8,408	2,670	84	100,000
Charleston	Geo. S. Laidley	11,099	6,742	2,485	71	59,828
WISCONSIN	Chas. P. Cary	2,069,042	1,686,880	314,435	14,111	8,626,882
Milwaukee	Carroll G. Pearce	285,315	204,468	36,571	1,027	1,351,449
Superior	W. E. Maddock	31,091	11,983	4,957	190	216,712
Racine	Burton E. Nelson	29,102	21,014	5,132	156	125,297
La Crosse	John P. Bird	28,895	25,090	4,063	130	107,642
Oshkosh	H. A. Simonds	28,264	22,836	3,772	136	113,477
Sheboygan	H. F. Leverenz	22,962	16,359	3,118	117	88,000
Madison	R. B. Dudgeon	19,164	13,446	2,917	93	103,693
WYOMING	Thos. T. Tynan	92,531	60,705	18,261	761	420,853
Cheyenne	S. S. Stockwell	14,087	11,690	1,425	34	37,877
ALASKA	S. Jackson (Ag't.)	63,592	32,052	2,990	63	*104,351
HAWAII	Winifred H. Babbitt	154,001	89,990	*19,299	*646	*517,773
Honolulu		39,306	22,907	7,032	286	
PORTO RICO	Roland P. Faulkner	953,243	837,232	44,950	1,210	873,218
San Juan	Leonard P. Ayres	32,048		2,608	102	
Ponce	R. R. Lutz	27,952		3,825	113	
PHILIPPINE IS.	David P. Barrows	6,987,686		183,146	4,265	1,746,310
Manila	G. A. O'Reilly	219,928		5,672	267	139,216
UNITED STATES	W. T. Harris (Com.)	84,907,156	63,069,756	*11,054,502	*564,755	*\$251,457,625

* Latest figures obtainable.

From the School Calendar for 1906, issued by American Book Company

The SCHOOL JOURNAL is indebted to the American Book Company for the loan of this valuable set of statistics selected from the School Calendar for 1906.

How to Study a Poem. II.

WITH AN EXAMPLE.

By H. COURTHOPE BOWEN, M. A.

(Continued from last week.)

5. Associations.

Words as well as things have associations for all of us, some of these being purely personal, peculiar to ourselves, and some nearly or entirely general. The skilled artist in words is keenly alive to this, and by this very means produces some of his most beautiful effects. The associations of daintiness, fragrance, and delicacy of color with the "rose" add a very special charm to Keats' description of Madeline falling asleep in her soft cool nest "as tho a rose should shut and be a bud again"—the "bud" itself suggesting youth and innocence. There are associations of grace and gentleness with the term "maiden" which the term "girl" somehow lacks. The "nurse of ninety years" in Tennyson's dirge suggests venerableness and long experience of domestic life. While who shall count all that is called up by that gentle word "home"! The association sometimes takes such hold upon a word that it incorporates itself with the meaning and may even change the meaning altogether. No maiden would like to be called "silly" now-a-days. Yet Spenser could find no fitter epithet for his holy maiden Una. But even in Spenser's time the popular imagination had already begun to associate the idea of weak-mindedness with much that paraded itself as holiness or with what was simple and artlessly happy. And so the word fell from its nobler meaning—just as "simpleton" also did. (The German word "selig" also has acquired the meaning of deceased or of happy memory.) But I have said enough, I think, to show you that we who would study literature as the skilled expression of thought and feeling must not by any means ignore these associations.

I shall now take a short poem of Tennyson's and show you how I should prepare myself in it before using it with a class of children of, say, eleven or twelve years of age. My object is to let you see the nature of my proceeding—not to dogmatize or thrust my interpretations upon you. I worked at the poem in the manner I shall explain, and it came to mean to me what I shall state—but it may not have quite the same meaning to anyone else. I will read it to you first:

Of old sat Freedom on the heights,
The thunders breaking at her feet;
Above her shook the starry lights:
She heard the torrents meet.

There in her place she did rejoice,
Self-gathered in her prophet-mind,
But fragments of her mighty voice
Came rolling on the wind.

Then stopt she down thro' town and field
To mingle with the human race,
And part by part to men reveal'd
The fullness of her face—

Grave mother of majestic works,
From her isle altar gazing down,
Who, God-like, grasps the triple forks,
And, king-like, wears the crown:

Her open eyes desire the truth,
The wisdom of a thousand years
Is in them. May perpetual youth
Keep dry their light from tears;

That her fair form may stand and shine,
Make bright our days and light our dreams,
Turning to scorn with lips divine
The falsehood of extremes!

Were I going to describe the lesson as actually given, I should now have to speak of its five steps or stages. But I am dealing with the preliminary preparation only, and so I pass them by. I will, however, remind

you that the first step is to prepare the children for the coming subject matter and the poet's attitude towards it. We must find out what the children already know about freedom, and add such information as is necessary. Tennyson's idea of freedom is found in most of his works. Briefly it is that perfect freedom lies in perfect service to what is noblest and best. But we shall find enough for our present purpose, I think, in the two poems, "You Ask Me Why, Tho' Ill at ease," and "Love Thou Thy Land with Love Far-brought." We will master the contents of these carefully before we begin our introductory conversation—the aim of which is to turn the attention of the class in the right direction and strike the right key-note. And now for the poem itself. Suppose me thinking aloud, not teaching. "Of old sat Freedom on the heights." Freedom is no modern human invention, but a divine force in the world from the first. From the beginning of things she sat on the heights—far above us—to be looked up to, revered. The idea of looking up to anything above us suggests reverence at once. "The thunders breaking at her feet"—note the suggestion of awe and majesty, the supremacy over mere elemental forces. Note the plural "thunders"—the clouds are spread out below like a sea, and the noise is like that of a succession of billows breaking on the shore. "Above her shook the starry lights"—there are no clouds to obstruct her view of the wide spaces of heaven—she is above the clouds and the thunder. The stars are vibrating above—not twinkling, for that would bring in associations of pettiness. But why "shook"? I take down the Tennyson concordance—unfortunately complete down to 1868 only. The word is somewhat of a favorite with Tennyson. Here are some quotations to help us:

"The maiden splendors of the morning star
Shook in the steadfast blue"—(D. of F. Wom., 56.)

"(Eyes) brighten like the stars that shook
Between the palms of paradise."—(In Mem.—Con.)

"The long light shakes across the lakes."—(Princ. IV.)

And so on. Plainly the meaning is vibrates or quivers. I am reminded of the idea I met with somewhere that the stars flare in the stress of the great creative wind that blows thru all the worlds. "She heard the torrents meet."—One of the most impressive sounds in the lofty mountain solitudes is the sound of distant streams of falling water. It gives one a sense of vastness—referred to by Tennyson more than once—e. g., "Far off the torrent called me from the cleft" (*Ænone*).

"There in her place she did rejoice." In her place—that is an unusual phrase. Does it mean in the place which rightly was hers, or does it mean simply where she was? I must consult the concordance. I find the phrase used fairly frequently, especially in the earlier poems. For instance,

"The battle deepen'd in its place."—(Oriana.)

"In its place my heart a charmed slumber keeps."—(Eleanore)

"The flower ripens in its place."—(Lotos-Eaters.)

"(She) spoke slowly in her place."—(D. of F. Wom.)

"In her still place the morning wept."—(Two Voices.)

"Fair is the cottage in its place."—(Requiescat.)

And so on. Plainly the second meaning is the right one—and I remember a similar phrase in "Lady Clare"—"he turned and kiss'd her where she stood." The phrase has a classical flavor; but I will leave it to our laborious friend to track it down. Here we do not want the origin but the meaning. "Self-gathered in her prophet-mind"—with all her powers drawn together under the control of her mind which foreknew the future. Tennyson, differing somewhat from Browning, sets great store by self-control:

"Self-reverence, self-knowledge, self-control.

These three alone lead life to sovereign power."—(*Ænone*.)

"Faith that comes of self-control."—(In Mem.)

And many another example might be given. The "fragments of her mighty voice" are the parts of the great lesson which freedom had to deliver to mankind, but of which mankind as yet could understand only a little here and a little there. "Came rolling on the wind"—came borne by the wind with the deep continuous echoing rumble of thunder or of organ music. The word roll is a great favorite of Tennyson's, as of other poets.

"I hear a wizard music roll."—(In Mem.)

"Roll'd the psalm to wintry skies."—(In Mem.)

"The great organ" rolling thro' the court

A long melodious thunder."—(Princ.)

"So all day long the noise of battle roll'd."—(Morte d'A.)

"Roll and rejoice jubilant voice,

Roll like a ground-swell dash'd on the strand."—(To Alex.)

And so on. Note the suggestion of majesty and strength. Then Freedom, leaving her mountain solitudes, came down and mingled with mankind, and gradually revealed to them her face (i. e., her true meaning) till it was to be seen completely. For "fullness of her face" compare

"When all the full-faced presence of the gods

Ranged in the halls of Peleus."—(Ænone.)

"Glowing a full-faced welcome."—(Princ.)

—the idea being the full revelation of self without disguise of any kind.* Note that the revelation is not sudden, but a slow, orderly process. A gradually evolved process according to nature and to law is a favorite idea of Tennyson's. So England, he says, is a land

"Where freedom slowly broadens down
From precedent to precedent."

"Grave mother of majestic works."—To Tennyson, Freedom does not seem to be a fantastically dressed girl in a Phrygian shepherd's cap, but a serious and noble mother, the inspirer and the source of noble works. In the poem just quoted she is sober-suited "Freedom," and again in the "Ode on the Death of the Duke of Wellington" the epithet is "sober." Suddenly, by a dexterous turn Freedom becomes Britannia, with the isle of England for her altar, from above which she gazes down on us her children and her worshippers. In her hand she grasps the three-pronged trident of Neptune, god of the sea, and on her brow she wears no mere ornament, but the kingly crown of power and governance.

"Her open eyes desire the truth"—her eyes show by their openness, their frankness and fearlessness, that she desires the truth and no shams and pretences. I am reminded of Keats' words in "Hyperion"—

"To bear all naked truths,
And to envisage circumstance, all calm,
That is the top of sovereignty."**

Note the association of frankness, sincerity, and innocence with "open," and especially with the "open eye." Artists paint cherubs commonly with eyes wide open; Pallas Athena is represented with fully-opened eyes (Ænone); and so on—one need not multiply examples. The "thousand years" may mean vaguely a very large number of years, or roughly the time which has elapsed since Egbert united all England under his sway. The eyes of the old are apt to be moist at times, and with the advance of life sorrow is apt to bring tears into them; and when the eyes are full of moisture we see things (actually and also metaphorically) ill and blurred.

*Tennyson is very fond of compound words formed with "full"—full-breasted, full-busted, full-flowing, full-limbed, full-tided, full-toned, full-tuned, etc.

**Thruout, the ideas dealt with may well be illustrated from the writings of others besides the author himself. I have refrained from doing so here, to any great extent, partly because of the time at my disposal, and partly because the illustrations—when not actually needed for purposes of interpretation—had better come after the lesson has been given. A hunt for them is both interesting and instructive, and may sometimes be set as a home lesson for the older children.

The eyes of the young, which have not wept much; which are strong and dry, are better for seeing with. One is inevitably reminded of Bacon's quotation from "Heraclitus" that "dry light is ever the best"—meaning light not suffused by the humors of the affections.

"That her fair form may stand and shine"—that is, remain firmly placed, shining like a beacon light to guide us. "Light our dreams" by filling them with cheerful and radiant hopes and imaginations—or perhaps merely show our dreams which way to move. "The falsehood of extremés" was peculiarly hateful to Tennyson, and he never tires of enforcing the lesson. In this view he resembles Shakespeare, who believes in the golden mean. The best of things may be carried to extremes and so become corrupted; and then as philosophers tell us, and as we ourselves know, the corruption is worst of all. We can illustrate from our own and the children's experience.

Should I impart all this to my class? I cannot say till I know my class. I certainly should not attempt anything which I found to be quite outside its circle of thought and sympathy, and not to be brought inside that circle without very serious difficulty; or anything which the time allotted would not allow me to accomplish fairly. Everything in fact depends upon the children. The teacher need not impart all that he knows and thinks, but only just so much, of such a kind as the children can take in and assimilate. Whether his children be old or young, however, he should always himself thoroly understand and appreciate the poem or prose piece, otherwise his teaching, on whatever scale it is designed, is sure to be poor. Complete mastery, of the kind I have described, is the first requisite for giving a good lesson. For the details of the actual teaching I must refer you to what I have written elsewhere. Here I will only remind you of the general order of such a lesson. First there is the preparing of the children's minds to receive the new information so that it may betaken in readily; then there is the imparting of the new information, the modes of doing which are various; then there is the working up of the new information and the old knowledge so as to produce assimilation; then there is the endeavor to derive from this worked-up material some ideas more or less general; and lastly there is the application, whenever possible, of these general ideas to particular cases known to us. The whole lesson may be arranged in these stages, or the stages may be repeated for each definite section. (The above poem readily divides itself exactly into halves.) I have already spoken of the first stage. I will conclude with a word or two on the last.

The applications are not always easy to make. When the ideas are ethical we are sometimes told that the children should be led to apply them to their own lives and the lives of those about them. I think there often is in this a serious danger, that we may make the children priggish and self-righteous. The attitude of fault-finder and judge is not a healthy one for a little child. I would trust rather to the domains of history and fiction for any applications and keep the personal and immediate applications for occasions less public than those of the class-room. Some ideas may be in a sense applied, or made use of, by hunting for good illustrative examples, or parallel passages from other writers; while, when the ideas are esthetic or pictorial, they may be used as the subjects of little pictures drawn by the children—not necessarily works of art, but rather the translation of word-speech into picture-speech. Work of this kind is of great value in giving definiteness to the children's ideas and mental pictures, and enables the teacher, as nothing else can, to learn exactly what the passage or poem had really meant to each child. No matter how poor and clumsy the drawing may be, it will be of great value educatively.

California's Invitation to the N. E. A.

By ALFRED RONCOVIERI.

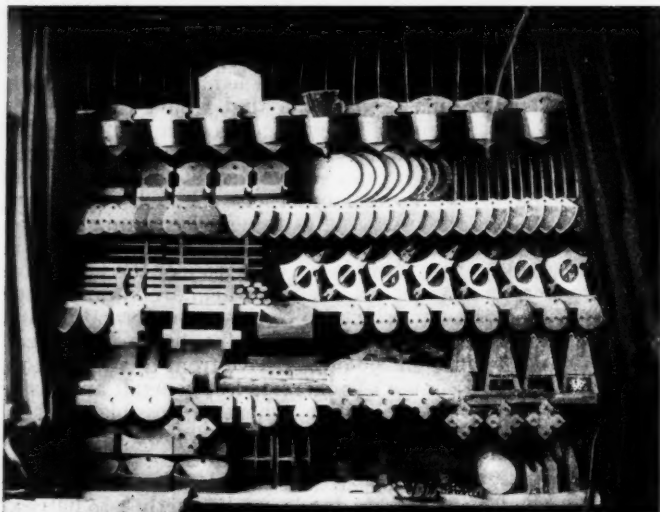
The importance of the coming convention of the National Educational Association to this city and state should be far reaching in its benefits. To Superintendent Langdon and myself the pleasant duty was assigned last summer of visiting Asbury Park in an endeavor to prevail upon the delegates of the National Educational Association, who met in that city, to choose San Francisco as the scene of their meeting place for 1906. We were not unsuccessful in our quest, and now it is my earnest hope that our mercantile and industrial bodies will join hands with our educational friends in extending a hundred thousand welcomes to our coming visitors, as well as unite in making their visit a memorable one.

The honor of entertaining such a distinguished body as the National Educational Association is an enviable one. It should therefore be our aim to make the period of the stay of the National Educational Association in our city a gala one. Many distinguished educators will be numbered amongst our guests. The giants of the American educational field will be in attendance, to say nothing of the 25,000 teachers from all parts of the United States, this latter number representing the 450,000 teachers and 18,000,000 pupils of this country. The impres-

people have ever enjoyed a reputation for hospitality. In fact, this characteristic has become proverbial. We should be anxious that our fellow-citizens of the remainder of the United States should share in our bounty and become fellow-participants in the blessings and privileges showered upon those who reside within the confines of God's footstool. Ours is no land of mystic promise or legendary fiction; no mythical garden of the gods; it is now and for all times the land of possibilities—in a word, it is more, for it is the realm of realization. California, with its surpassing beauties and lofty grandeur of scenery, the marvelous fertility of its soil, its unsurpassed and unrivalled climate, will so impress the visiting teachers that they will, year after year, narrate their personal experiences in California to the children of their class-rooms.

San Francisco is to-day in a transition period from the old to the new and greater San Francisco, for upon the result of the investment of \$17,000,000 the extent of the bond issue, largely depends her future. It is consequently beneficial to have a convention of the character of that of the National Educational Association, for the advantages to be derived are reciprocal. The discussion of educational affairs alone must tend to the incalculable advancement of our institutions of learning. The problems that are now receiving the attention of educators will be fully and exhaustively discussed. Such mat-

ters as industrial education, compulsory attendance, vacation schools, free lecture courses for adults and for children, school construction and sanitation, will receive the attention of the assembled educators. As the result of all this, we cannot but be greatly benefited. It should therefore be the duty of every citizen of California to unite in extending a welcome to the educational delegates who are shortly to visit our state; not only that the educational advancement of our pupils may be attained and accomplished, but that the marvelous, unsurpassed resources of our unrivalled state, may be heralded thruout our country, thru such intelligent media and advertising agencies, as the teachers who will assemble in this city during the coming National Educational Association.

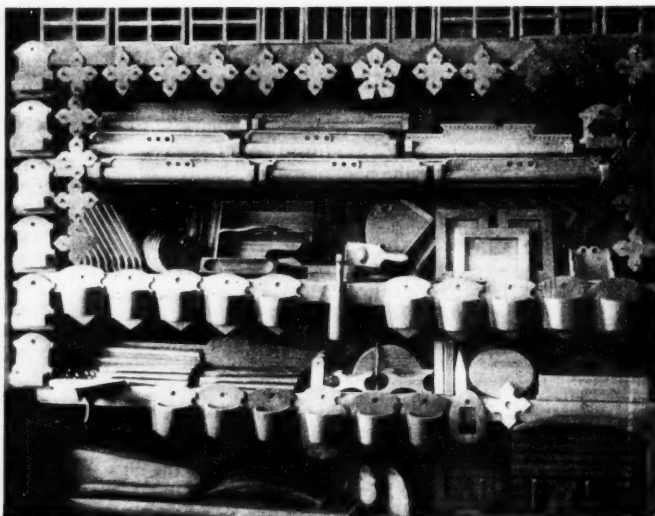


Sloyd Models—Regular Work in the Common Schools of Los Angeles.

sions formed by these teachers will be disseminated thru many a memorable interview upon their return to their Eastern homes. No better advertising medium for our state and its interests could be devised. An army of 25,000 educated thinkers, the people to whom the safety of the American public schools is entrusted, will become enthusiastic promoters of our Golden State, provided our people have the enterprise and spirit to properly entertain them. There never was such an opportunity presented before, to spread the facts of our marvelous state thru the agency of such intelligent and progressive representation. It is the maximum of opportunity and should not be neglected or overlooked.

That our coming guests shall be favorably impressed, should be our aim and ambition; it but remains upon our own exertions and labors that this accomplishment can be attained. With every natural advantage at our command, the greatest success should crown our efforts. Our

The best that money can buy should be your aim in choosing a medicine, and this is Hood's Sarsaparilla. It cures when others fail.



Sloyd Models—Regular Work, Los Angeles.

California's Normal School System.

By FREDERIC BURK.

California has five state normal schools for the training of teachers, so located that every portion of the state is within easy access to at least one of them. They are at Los Angeles and at San Diego; at Chico, in the Sacramento valley; at San Jose, in the Santa Clara valley, and at San Francisco. Practically every part of the state except the sparsely settled mountain region is within a few hours' ride from one of these normal schools.

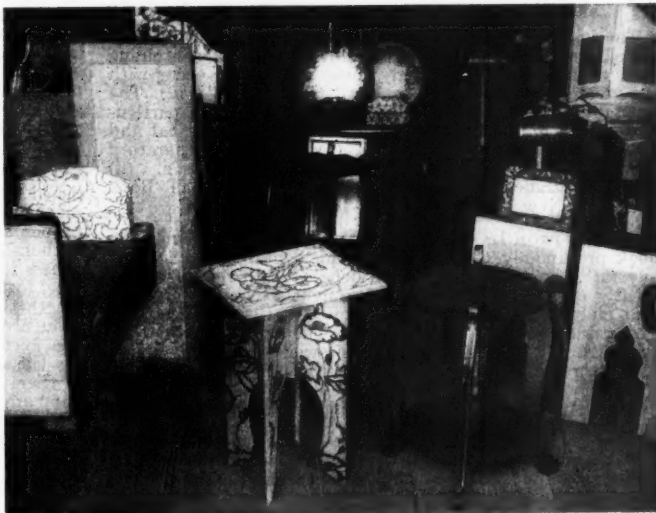
These institutions have become an indispensable part of the state's magnificent educational system, both from the standpoint of needs of the public schools for teachers and from the standpoint of students desiring to engage in the occupation of teaching. For several years past the normal schools have been unable to supply the demand for teachers from the state's public schools, and no graduate who will teach is ever without a position. As the salaries of teachers in California are the highest in the United States, the normal schools are performing a most important service for young persons seeking a start in the world. Under the law no teacher, even in the remotest rural district, can be paid less than \$55 per month, and the salaries of regular grade teachers run up as high as \$800 and \$900 per year in some city schools. Generally the monthly salary in the schools outside the larger cities is from \$60 to \$70 for nine and ten months' schools. Normal graduates are as a rule preferred, and, as stated, the normal schools have been unable to supply all that are wanted.

The normal schools are all liberally supported by the state and are well equipped. The Los Angeles and San Jose schools have commodious buildings capable of accommodating 600 to 700 students each. The San Diego school is famed as being one of the handsomest school buildings in the United States. The Chico building has recently been enlarged, and the San Francisco, the newest in establishment, is about to erect a large building. In all, the state has an investment of about \$1,000,000 in normal school buildings and grounds, and about \$100,000 in their libraries, furniture, and equipment.

In educational standing, the California normal schools rank with the most advanced institutions of their kind in the United States. Three of the schools, San Jose, Los Angeles, and San Francisco, have courses of two years, requiring for admission graduation from a high school under equivalent conditions for admission to the universities; San Diego and Chico give the same two years' course, but also, owing to the local sparsity of high schools in their regions, they maintain four-year courses admitting some students from the ninth grade of the grammar schools. The instruction given is largely practical training in actual teaching in elementary schools maintained for this purpose. The diploma of graduation from any of the normal schools entitles the holder to a certificate to teach in any primary and grammar school of the state, and under the conditions of renewal, is, to all intents and purposes, a life document. This diploma is recognized by the authorities of practically all States of the Union, so that a graduate of a California normal school is never put to any inconvenience, such as an examination, in order to secure legal credentials upon which to teach.

While in the main, the standard course is the same in all the normal schools, nevertheless there is a certain desirable individuality maintained in each

school, by virtue of special needs of the respective localities. For example, the Chico and San Diego schools, by reason of more sparse settlement in the regions from which they draw students, permit the entrance of students without high school graduation and give them a longer course with greater emphasis upon the side of academic scholarship. The San Jose school has developed a special fitness for aiding teachers of more or less experience. Many teachers of experience who have been teaching upon certificates obtained by county examination, or those from other states without credentials to secure a California certificate, find here the special conveniences to make up deficiencies. This school also



Sloyd Models—Supplementary Work, Los Angeles.

maintains a highly successful and efficient summer school, in pursuance of the same policy, and does much to stimulate teachers in the service with enthusiasm and the best in more modern methods. Only in the Los Angeles school is there a kindergarten for training kindergarten teachers, as the demand for them is limited and chiefly confined to that part of the state. The San Francisco school is the center of the most densely populated region of the state, dotted by well-equipped high schools and near the universities. It therefore is not required to give attention to academic scholarship and throws its emphasis upon the practical training in the preparation for teachers in the large city school systems, by which its graduates are almost wholly absorbed.

Edward Hempstead went to St. Louis in 1805, and resided there during the remainder of his life. He held several posts in the territory of Missouri, and was its first delegate to Congress. He introduced in Congress a bill suggested by Thomas F. Riddick to give certain vacant lots to the public schools. It was the origin of this valuable gift to the public schools of St. Louis.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year), and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and all others kept in stock.

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Notes of New Books.

ESSENTIALS OF LATIN FOR BEGINNERS, is the introductory volume of the now well-known "Morris and Morgan's Latin Series." It was prepared by Henry Carr Pearson, of Teachers College, New York city, under the editorship of Prof. Edward P. Morris of Yale University, and Morris H. Morgan of Harvard university. The book is expressly designed, as the author says in his preface, to prepare pupils in a thoro fashion to read Caesar's "Gallic War." It contains seventy lessons, including ten that are devoted exclusively to reading and six supplementary lessons. The first seventy lessons contain the minimum of what a pupil should know before he is ready to read Latin with intelligence and satisfaction. The supplementary lessons deal largely with principles of syntax that some teachers may not wish to present to their pupils during the first year's work.

The following features are commended to teachers of first-year Latin: (1) Carefully selected vocabularies, containing with very few exceptions only those words that occur with the greatest frequency in Caesar's "Gallic War." (2) The constant comparison of English and Latin usage (a particularly excellent feature of the book). (3) The logical and consecutive treatment of topics. (4) The brief preparatory course. (5) The review exercises under each lesson. (6) Carefully graded material for reading. (American Book Company, New York.)

STORIES FROM LANDS OF SUNSHINE, by Eleanor Riggs, is a book presumably designed for supplementary reading. At any rate, the stories, which are delightfully written, will be greatly enjoyed by children. It might even be whispered that older folks will enjoy them, too, despite the large type. The stories include, The Magnolia, The Cypress Tree, Narcissus, Rice, The Persimmon Tree, Flower de Luce, The China Tree, Gray Moss, Sugar Cane, and Coconut Palms.

The book is beautifully illustrated with photographic reproductions. (University Publishing Company, New York and New Orleans.)

The demand for a really adequate and eminently modern text-book in physics for secondary schools appears to be fully met by Coleman's **ELEMENTS OF PHYSICS**, soon to be published with the imprint of D. C. Heath & Company. Coleman's text is thoroly practical and up-to-date. The book is adequate to meet the needs of the largest schools and its method is notably scientific. The author gives especial attention to those industrial applications of physics which are so essential a part of the modern course in physics and are practically demanded to-day by alert young men in our secondary schools.

LES OBERLE, by René Bazin, edited, with notes and introduction, by Charles W. Cabeen of Syracuse university, comes in a convenient edition for use in school work. The sketch of Bazin, with full-page frontispiece portrait, will aid in acquainting students with the author. Teachers who are not familiar with his work will be interested in what Professor Cabeen says of his work: "Bazin has always possessed the rare gift of seeing things as they are, a faculty which implies much more than merely accurate observation. . . . He is a realist in the best sense of the word. He notes the significant traits in character, but they are always the redeeming traits." (Henry Holt and Company, New York.)

THE TWENTIETH CENTURY SPELLERS, in two books, were prepared by Prin. William L. Felter, of the Girl's high school, Brooklyn, and Libbie J. Eginton, Principal of Public School No. 47, Brooklyn. As the authors suggest in their preface, there is no royal road to spelling, but there may be helps along the road; carefully selected and graded word-lists, illustrative sentences, lessons in capitalization, punctuation, grammatical forms, and elementary letter-writing. These the authors have used very skilfully, so that progress over the road has been made easy and continuous. (D. Appleton & Company, New York.)

A set of writing books as interesting as story or "play books" is something unique in the publishing line. Mr. B. D. Berry, author and deviser of the charming **BERRY WRITING BOOKS** deserves a vote of thanks from teachers of writing everywhere. In these days of copying he has worked out an original idea, and an idea, withal, that is good. The books are seven in number, the purpose of each being as follows: In the primary numbers (1 and 2) to arouse the personal interest of the child; in the intermediate numbers (3 and 4) to sustain that interest and furnish suggestive drill work looking toward the perfection of form and the acquirement of grace and speed as developed in the succeeding numbers; in the upper numbers (5, 6, and 7) to develop muscular control and give the children power to write in the fullest acceptance of the term. Other numbers will follow later to apply the art thus acquired. But this does not tell half the books contain. The earlier numbers are illustrated with pictures in color, Mother Goose rhymes, and original pictures in which children will delight. The higher numbers are equally original, and

equally interesting to those for whom they were intended. Every page has its own surprise, such as (No. 5) ark, lark, bark, hark, as a line of writing. The **BERRY WRITING BOOKS** will make for themselves the place they deserve. (B. D. Berry & Co., 378 Wabash Ave., Chicago.)

MANAGEMENT AND METHODS FOR RURAL AND VILLAGE TEACHERS, by Thomas E. Sanders, is a plain, practical, pointed book of 312 pages. The author is a graduate of a normal school and also one of the leading state universities, and has spent several terms in post-graduate study. He taught three years in a country school, two years in the primary grades of a village school, one year in the grammar grades, three years as principal of a township high school, two years as principal of a city high school, and four years as superintendent of city schools. He has had much experience in institute work in different states, and has been a contributor to many of the best educational journals of the country. He knows the teacher's problems from actual experience, and helps you to solve them.

The book was written to help the teacher. The language is terse and to the point. It helps over the hard places. It is a book for every-day reference, because it is complete and practical. It matters not how many other professional books you have, you need this one. It is just the book for private study, the Teachers' Club, or the Reading Circle. (The Claude J. Bell Co., Nashville, Tenn. Price \$1.00.)

THE BEACON BIOGRAPHIES OF EMINENT AMERICANS published by Small, Maynard & Company of Boston, have now reached twenty-seven volumes. These little books are of proper scope and convenient size for school use, and the authors have been selected with reference to their special fitness for writing the lives of these great men. One of the chief features of the biographies is that while they are of such length that the authors have been enabled to point out the influence of the lives of these notable men as well as narrate the events in which they took part as controlling factors, yet the sketches are of such a convenient length that any one of them may be read thru by a pupil in a single evening, and they are written in such an entertaining style that they hold the attention of the youth from beginning to end.

The following volumes of the Beacon Biographies are issued: Louis Agassiz, John James Audubon, Edwin Booth, Phillips Brooks, John Brown, Aaron Burr, James Fenimore Cooper, Stephen Decatur, Frederick Douglass, Ralph Waldo Emerson, David G. Farragut, Ulysses S. Grant, Alexander Hamilton, Nathaniel Hawthorne, Father Hecker, Sam Houston, "Stonewall" Jackson, Thomas Jefferson, Robert E. Lee, Henry W. Longfellow, James Russell Lowell, Samuel F. B. Morse, Thomas Paine, Daniel Webster, John Greenleaf Whittier, Walt Whitman, John Fiske.

Isaac Pitman & Sons will publish this month **ISAAC PITMAN'S SHORT COURSE IN SHORTHAND**, a new exposition of the author's system of phonography, arranged in forty lessons for use in business colleges, high schools, and for self-instruction. The manuscript of the book has been pronounced by experts simple, logical, and practical to a rare degree.

The Macmillan Company have ready **ENGLISH GRAMMAR FOR BEGINNERS**, by Dr. James P. Kinard; **CITY GOVERNMENT FOR YOUNG PEOPLE**, by Charles Dwight Willard; and a new edition of Butcher and Lang's **TRANSLATION OF HOMER'S ODYSSEY**.

A Necessary Evil.

EXPERIENCE OF A MINISTER WHO TRIED TO THINK THAT OF COFFEE.

"A descendant of the Danes, a nation of coffee drinkers' I used coffee freely till I was 20 years old," writes a clergyman from Iowa. "At that time I was a student at a Biblical Institute, and suddenly became aware of the fact that my nerves had become demoralized, my brain dull and sluggish and that insomnia was fastening its hold upon me.

"I was loath to believe that these things came from the coffee I was drinking, but at last was forced to that conclusion, and quit it.

"I was so accustomed to a hot table beverage and felt the need of it so much, that after abstaining from coffee for a time and recovering my health, I went back to it. I did this several times, but always with disastrous results. I had about made up my mind that coffee was a necessary evil.

"About this time a friend told me that I would find Postum Food Coffee very fine and in many respects away ahead of coffee. So I bought some and, making it very carefully according to the directions, we were delighted to find that he had not exaggerated in the least. From that day to this we have liked it better than the old kind of coffee or anything else in the way of a table drink.

"Its use gave me, in a very short time, an increase in strength, clearness of brain and steadiness of nerves; and sleep, restful and restoring, came back to me.

"I am thankful that we heard of Postum, and shall be glad to testify at any time to the good it has done me." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Well-ville," in pkgs.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 156 Fifth Avenue, New York city.

A. L. Bemis & Co., manufacturers of manual training appliances, of Worcester, Mass., report a flood of orders which will result in keeping their factory rushed all winter. Among those recently received are orders from The Carnegie Technical Schools, of Pittsburg, Pa.; eighty-seven benches for Rochester, N. Y.; eighty for Cincinnati, Ohio; twenty for Berkeley, Cal., and a cooking outfit for Springfield, Mass.

In the "Program of Studies for the Common Schools of New Hampshire," recently prepared by the State Superintendent of Public Instruction, over thirty educational books published by Houghton, Mifflin & Co., are recommended. Among the books listed are Bryant's "How to Tell Stories to Children," Holbrook's "Hiawatha Primer," and the "Book of Nature Myths," Miller's "First Book of Birds," "Second Book of Birds," and "True Bird Stories," Burrough's "Squirrels and Other Fur-Bearers," Tappan's "Our Country's Story," and many numbers from the Riverside Literature Series.

The George Batten Company, advertising agents, have moved their headquarters from 38 Park Row to new and more commodious offices occupying the entire eleventh floor of the Metropolitan Annex building, 11-13-15 East 24th street, New York city.

Moffat, Yard & Company announce an arrangement with Charles Schreyvogel which places under their control the sale of the celebrated Schreyvogel Prints. These pictures of Frontier Life, which first attracted the attention of the general public in 1900 when the Thomas B. Clarke prize at the National Academy of Design was awarded to "My Bunkie," have, in the years succeeding, acquired a world-wide popularity. Mr. Schreyvogel has been recognized as the great authority among artists in the representation of range and plain life in America, the pictorial historian of our Indian wars. His troopers and his Indians constitute an important part in the record of a rapidly passing phase of American national life. The sale of the Schreyvogel Prints, now numbering twenty-seven—including the picture nearly ready for publication—has increased steadily since 1901; in fact, notwithstanding their present great vogue, they may be said to be only now beginning their real distribution, which is destined, in a short time, to become very large.

The Handy Bench Cabinet.

The accompanying cuts show a bench cabinet offered by Chandler & Barber, 122-126 Summer Street, Boston, Mass. The cabinet is designed for use by those without a convenient place for an ordinary work bench. When the cabinet is closed, as in Fig. 1, it has the appearance of a finely finished wardrobe, in size 17 inches square, standing about 6½ feet high. When the door in front, which extends about two-

thirds of the height, is opened, as in Fig. 2, it brings to view such tools as are most frequently called for. When the door to the left, which extends the entire length, is opened, as in Fig. 2, it shows a larger assortment of tools, with shelves for planes, screws, nails, etc. All the doors may be swung back, and the bench let down, as in Fig. 3. The bench, which is made of hard wood, is 3 feet long, and has a strong parallel-jawed vise. It is provided with a bench stop and has a series of holes for similar stops running the entire length. This enables work to be held securely at both ends. There is a sliding guide on each side of the bench which supports work when necessary. The whole arrangement is referred to as entirely practical, being strong, and standing or fastened against the wall is perfectly rigid. The cabinets are sold with or without tools, the latter being of first quality and carefully selected.

FOLDING WORK BENCH.

An exceedingly clever arrangement has been recently devised by which a man who wants a work bench in the house can have his wish supplied without the necessity of being constantly confronted with what is necessarily a somewhat homely piece of furniture. In these days of general manual training, nearly every man and many women have a good knowledge of the use of tools, and it is not an uncommon thing to find an excellent and complete set of tools in the possession of gentlemen who get more or less pleasure in performing various minor matters around the house in the way of construction and repair. It is not every man who has the space at his disposal to give up to a work bench, and this is quite as essential as the tools, and in response to the demand of gentlemen carpenters, various devices have been worked out for their convenience. Attractive wall cabinets to hold the tools conveniently have been in the market for some little time, but the latest thing in this line is a combination cabinet and work bench, which is shown in accompanying cuts. This consists of a cabinet which has all the appearance of a wardrobe or closet when closed. Two of the sides are doors, and when one is opened all the tools in more general demand are conveniently displayed thereon. When the second door is opened it permits the bench to be dropped into position for use, the whole making a very compact and convenient arrangement. The bench is made of hard wood, is 3 feet long, and has a strong parallel-jawed vise. It is provided with a bench stop and has a series of holes for similar stops running the entire length. This enables work to be held securely at both ends. There is a sliding guide on each side of the bench which supports work when necessary.

The old contracts for new school books for the state of Indiana will expire next June, at which time they will be replaced by ten-year contracts as provided by a new law.



Fig. 1

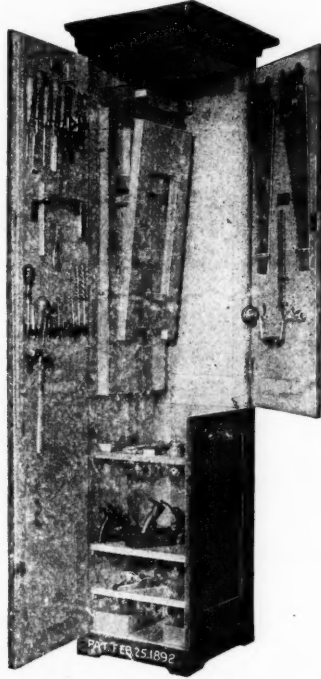


Fig. 2

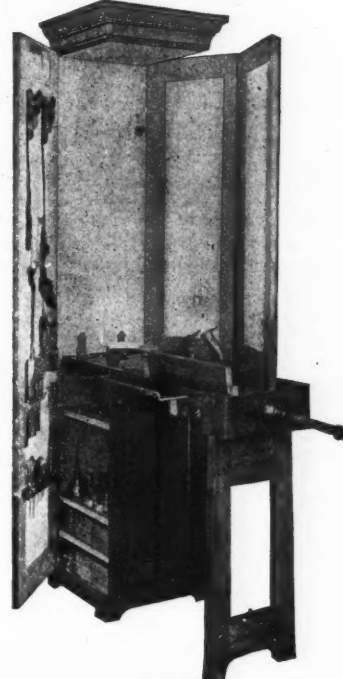


Fig. 3

Tools for the School Garden.

One of the important things in establishing and maintaining a school garden is to secure at the outset good tools. The best possible mechanic cannot do good work with poor, dull tools, and it is unreasonable to expect our children in the public schools to do good gardening with the cheap, poor tools that are sometimes seen in school gardens. One of the important lessons taught by the garden is the use and the systematic care of tools. Much of the value of this instruction is lost if the tools are not uniform. Where the children bring the tools from home or buy them from the stores without any systematic order, one boy may have a street hoe, while the next gardener has a set of toy tools from the ten-cent store. While all of these are good in their places, it is evident that their place is not in the school garden.

Observing this lack of uniformity and often the lack of care of many school gardens, Mr. H. D. Hemenway, Director of the School of Horticulture, at Hartford, Conn., has prepared a set of tools especially suited to the needs of the garden. By special arrangements Mr. Hemenway has had shorter handles put into the Sunnyside hoe (a small, triangular hoe of recent origin), and has prepared a set of tools including a hoe, rake, line, and weeder. These tools are gotten out at a specially low price for the use of schools. He is sending them out in the hope that all school and home gardeners may be supplied with a set of the very best tools obtainable. The hoes and rakes are made of the finest quality of cast steel, and are light and durable.

With the several organizations formed for furnishing seeds at reduced rates and now the opportunity of buying the best possible tools at a very reasonable price, the work in school gardening should be made easier to both the teachers and the gardeners. This very valuable adjunct to the school system should have the encouragement of all interested in the education and especially those interested in making the noblest men and women from our boys and girls. When we look over the statistics from the last government census we find that one-fifth of the deaths in the United States are caused by pulmonary troubles due to indoor life in the cities; we cannot too strongly advocate the school garden as a means of teaching boys and girls industry, keeping them off the street corners, and bringing them out into the open air and sunshine, and thus preventing this awful waste of human life.

Material for the Study of Cotton.

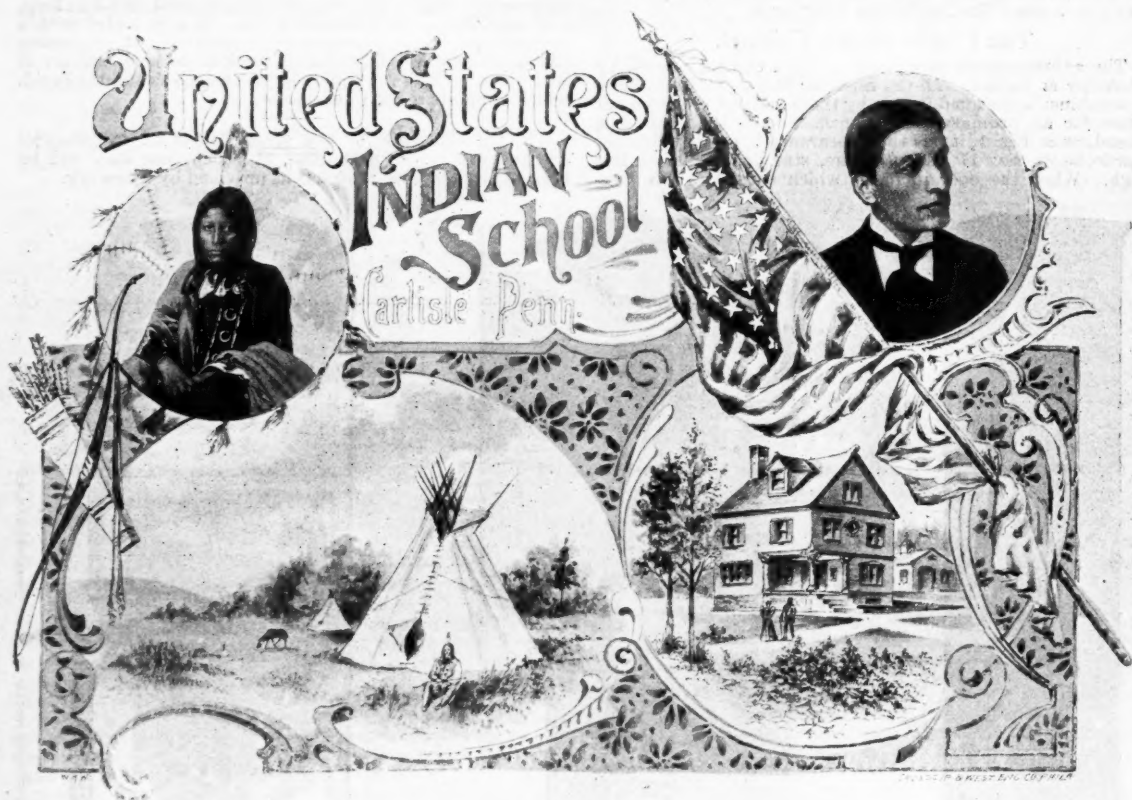
"A Study in Cotton" consists of a small box containing a miniature bale of cotton, a small box of cotton seed, one of seed hulls, one of seed meal, a photograph of a cotton flower, and one of a cotton leaf and green bole, a vial of crude oil and one of refined oil, a natural ripe bole, and some loose locks. The advantage of such a bit of equipment for the primary or elementary school will be at once appreciated.

Mrs. A. G. Helmer, of Helmer, Ga., who has arranged and supplied the boxes of cotton, says that if teachers will sow a few of the seed in pots, the plants will grow finely for a time, and will arouse great interest among the pupils. Mrs. Helmer suggests that Bulletin No. 36, published by the Department of Agriculture, at Washington, may be used profitably for study with the material which she supplies. Many of these boxes are already in use, and they are greatly enjoyed by children wherever they are known.

Ten Thousand Strong.

The St. Nicholas League competitions were just six years old last January. From the first the skill and talent shown in the short stories, poems, drawings, and photographic work, submitted by the League members, surprised everyone. About two thousand girls and boys, to-day, are wearing gold and silver badges, awarded in recognition of the excellence of their endeavors, while progressive good work has been recognized by some two hundred awards in cash. How really good the work and the training are, is proved by the fact that many graduates of the League to-day are among the progressive magazine writers and illustrators of the country. The St. Nicholas League membership now is close to fifty thousand, with representatives in every nation in the world.

There is but one way to teach the student a working knowledge of the products of commerce, and that is to give him a concrete idea of the product itself by personal contact. Mr. S. D. Van Benthuyzen of the school of commerce at Onarga, Ill., has succeeded in building up one of the most extensive laboratories, for the study of the products of the world, to be found in the United States. Teachers and school proprietors interested in the subject should write Mr. Van Benthuyzen as he has been eminently successful in securing many thousand products from almost every country in the world.



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Abandonment of Copyright.

The following editorial in *Publisher's Weekly* relating to the question of abandonment of copyright is of interest to publishers and all who are at work in the school book field:

The decision of Judge Sanborn of Chicago, in the United States Circuit Court, in the case of *Harper v. Donohue*, involving the American copyright in "The Masquerader," the work of an English author, is a most important contribution to the settlement of the specific question of "abandonment" of copyright. Its discussion of the general principles of copyright bearing on this question and its citations of related cases are so important that we give the decision in full and commend it to the careful consideration of the trade and of all interested in copyright protection.

The gist of the case is the defendants' claim that since the authorized English publishers printed the story in "Blackwood's Magazine," of which copies were sold and circulated in the United States, as well as in book form in Great Britain, in both cases without the American copyright notice, the copyright taken out by the authorized American publishers was thereby abandoned, and that the defendants were within their rights in reprinting the story from the authorized English edition. Judge Sanborn holds not only that the American publishers had a right to enter copyright as they did, but that copyright protection is forfeited only by "abandonment or public dedication by the owner of a limited domestic copyright himself," that is, in the present case, the American publisher as the assign of the author for the American market. This rule he applies in the present case to the protection of the Harper authorized edition of "The Masquerader"—a whole-some decision, which will be welcomed by friends of copyright protection as in the interest of good morals.

It is important to note that Judge Sanborn distinguishes this case from that of *Merriam v. United Dictionary Co.*, in which Judge Kohlsaat held that the Merriams had abandoned their American copyright on certain of Webster's dictionaries, a case which is now under appeal to the higher courts. In that case the English edition was made from duplicate American plates, and the American copyright notice was omitted from the English edition with the knowledge and assent of the American copyright proprietors. Judge Sanborn holds, with Judge Kohlsaat, that this did work an abandonment of the American copyright—an interpretation by the U. S. Circuit Court of Appeals which has the briefs now under advisement.

Judge Sanborn's discussion of the main question and of other questions incidentally involved emphasizes the desirability that the new law should be clear and certain in providing that dedication or abandonment should not be presumed into innocent acts. The essential principle of copyright is that the author directly or thru his agents or assigns is entitled to the benefits of his work like any other laborer, and that no pirate should be entitled to run off with his possessions because the author happens not to be sitting on his property at the moment.

A good deal of stress is laid by Judge Sanborn on the fact that the reprint of "The Masquerader" was made from an English copy, the importation of which was illegal under the copyright act. It is scarcely to be supposed that the reprint would have been less illegal if it had been made from a copy imported under the permissive clauses of the copyright, as by a public library or by an individual for use and not for sale. Such an argument would reach a *reductio ad absurdum* in a claim that the particular copy of "The Masquerader" from which the reprint was made was imported "not for sale," but "for use"—in reprinting. The Publishers' Copyright League, supported by the authors, points out that the importations permitted under the act of 1891 were contrary to the principles of copyright, and, if at all admissible, were much too sweeping. The new copyright act should certainly limit this permission, and should also carefully provide that imported copies thus permitted should not in any way work a vitiation of American copyright.

The clever Japanese have certainly stolen a march on their American brethren in the pirated editions of Barnes's school readers, copies of which have been held up in the San Francisco custom house pending decision on the copyright questions involved. The incident illustrates the position in which English authors and publishers were placed in America before the international copyright amendment of 1891, and, as in the case of the present boycott in China, we are now offered a dose of our own medicine. The reprinting of American books in Japan is not, however, altogether new. It is curiously noteworthy that Japan long refused to enter into an international copyright agreement with the United States because our country declined to put itself on a plane with other civilized nations by becoming a signatory of the Berne convention. Happily, we have now a convention with that country, which will maintain copyright relations in fairly satisfactory shape.

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The Educational Outlook.

The annual conference of the Southern Education Board will be held during the second week in May, at Lexington, Ky. The object of this conference is to inform the different sections of the country regarding educational conditions. The meeting will be held under the charge of a local committee consisting of President Jenkins, of Kentucky university; President Patterson, of Kentucky state college; Prin. George J. Ramsey, of Sayre institute, and Supt. W. P. Cassidy, of the public schools of Lexington.

The New York state normal college at Albany will have a larger site. A fine fire-proof structure will be built in the near future. The cause of the fire which destroyed the old building and President Milne's home will probably never be determined.

At a meeting of the teachers' association of Frederick county, Virginia, held in Winchester a few days ago, a protest was entered against the recent order of the board of school inspectors and examiners changing the dates of teachers' examinations from April 1 to the first part of March. The teachers say they will lose a month of the school term because of the change, and the short notice they received will not give them sufficient time in which to prepare for the examinations.

In the state of New York a "Moral Education Board" is endeavoring to introduce illustrated lectures on morality in educational institutions. The new members of the board are Pres. Andrew V. V. Raymond, of Union college, Schenectady; Rt. Rev. John Walsh, of St. Peter's church, Troy; Mrs. Charles Gibson, Albany; Arthur Parsons, Albany, and Dr. J. G. Murdock, of Rensselaer Polytechnic institute.

The international Board for the promotion of rifle practice has planned to introduce rifle practice in public high schools in New Jersey. Classes are to be formed and the government will loan the necessary arms. The use of the rifle has been introduced into many public schools in New York state. The lessons and practice in the schools will be carried into the national guard and rifle associations, and the result will be the creation of an army of riflemen equal to those of England.

The report of Supt. B. W. Torrevson, of Little Rock, Ark., for the month ending January 18 showed a total enrollment of 5,163 pupils in the public schools of the city, distributed as follows: High school, 392; Peabody, 782; Centennial, 706; Fort Steele, 496; Kramer, 531; Scott street, 426; Chester street, 212; Highland Park, 98; Pulaski Heights, 72; total white pupils, 3,175; negro high school, 135; Capitol Hill, 517; Twenty-first street, 439; Union 357; total negro pupils, 1,448.

Word was received two weeks ago by Supt. Ruderick W. Hine, of Dedham, Mass., that his wife, Mary Atwood Hine, had died in Cologne, Germany. Mrs. Hine was spending the winter abroad, with a son and a daughter, on account of ill-health.

Superintendent Peasley, of Lynn, Mass. recently made the following statement: "Any child of ordinary intelligence who has been to school forty weeks per year for nine years could have learned all that he has acquired from books in less than one-half of his school time, if the best conditions for learning had existed. There is too much dawdling over books and too little education."

Dr. Nathan C. Schaeffer, state superintendent of schools for Pennsylvania, is of the opinion that too many reforms are attempted in the schools. At the annual meeting of the directors of schools of Luzerne county, he said he believed that time is wasted in endeavors to teach lessons of life best learned out of school, such as that of teaching the children not to smoke cigarettes, how to treat dumb animals, how to avoid drunkenness and other equally important lessons.

Three students were burned to death, nine were seriously injured, and several others were hurt in a fire which destroyed the Milner, Dela, noand North halls, and the North Annex of Kenyon military academy at Gambier, Ohio, Feb. 24. The fire started early in the morning, while the students and faculty were asleep, and quickly spread thru the buildings. Delano hall was used as a dormitory, and most of the students had rooms there. Eighty-five boys were in the hall when the fire started.

The property loss is estimated at \$100,000, with 60 per cent. insurance. The buildings were owned by the Kenyon college corporation.

With the opening of the new year the town of Arispe, Ia., entered upon a new educational career. What was once a small district school-house, situated a quarter of a mile from town, was moved into a more desirable location in the heart of the village, and from it has sprung a commodious four-room graded school. The size of the main building is 30x44 feet, and it is 24 feet high. The rooms are heated by a furnace.

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Larger Salaries for Oswego.

The Teachers' Alliance, of Oswego, N. Y., presented a few weeks ago to the department of education a petition for an increase in salaries. It claims that salaries have been raised all over the state; that twenty-two cities, seventeen of them smaller than Oswego, have a maximum salary of \$650 while there the maximum is \$475. The increase in living and the advanced requirements in preparation and experience were the arguments employed in favor of an increase.

Under the city charter the school budget is limited to \$45,000, and this sum is now practically reached. An increase of 25 per cent. would mean an additional \$11,000. This would call for amendment of the city charter.

Compulsory Education in Washington.

The compulsory education bill now before Congress would require the erection of fifteen new school buildings and the expenditure of \$1,000,000. Commissioner Macfarland gives in detail the position of the commissioners of the District of Columbia in the matter, and their reasons for recommending favorable action. He says:

The commissioners have recommended the compulsory education bill because they believe that it is practicable now to provide gradually for the children of school age in existing buildings and those which the commissioners have recommended or will recommend from year to year. Estimates as to the number of children of school age not in school vary from about 800 in the police census to 6,000 in the largest estimate. The superintendent of schools thinks the number is below 5,000 at the very outside.

"The operation of the law, so far as the public schools are concerned, would be gradual and cumulative. All the new

scholars would not be brought in at once. Many could be accommodated in existing schools which are not now crowded. The number of half-day schools is under 300, and they are chiefly in the first three grades, the great majority of them in the first two grades, children under nine years of age, who in most cases need no more than half-day education.

"The superintendent of schools states that no child applying has been turned away, and that there is almost no truancy on the part of those who are enrolled. Six or seven new school buildings, including those recommended by the commissioners this year, and costing for site and building at the rate of \$60,000 apiece, or not more than \$425,000 to be expended in several years, would probably provide all the new accommodation necessary."

French Club in Chicago.

One of the great educational forces of Chicago, which grows each year, is the French Club with the theater connected with it. The purpose of both is the propagation of the French language and literature. Twenty-five years ago Madame Knowles began asking a few people interested in speaking and reading French, to her house for a social time and to take part in French plays. From this small beginning has grown the present French Club and the popular French theater, now permanently housed in Steinway hall.

The club numbers among its members the names of many of our best known French and American society people and educators; the theater has a corps of readers, actors, and lecturers which takes in many noted and popular artists.

Among those taking advantage rather of the educational than the social features of the club are the students of both universities in the city, and in private and high schools.

Attack on American Education.

Abbot Gasquet, the head of the English Benedictines, in a letter to the London *Times*, attacks the American system of imparting only secular education in the public schools.

"When in America," he writes, "I met many people of all religious denominations who deeply deplored the results of the experiment in Godless education. I was assured that the proportion of these trained in the state schools who go to any place of worship or any Sunday-schools had fallen considerably since 1898.

"I have said nothing about American Catholics because the very existence of their own schools, built and supported entirely by themselves, while they are still called upon to pay rates for the states' secular schools, is a proof of their intense belief in the necessity of training the minds of children during school in the principles of their faith."

Tuskegee Farmers' Conference.

The fifteenth annual conference of colored farmers and mechanics at Tuskegee was held Feb. 21, and the Workers' Conference, composed of teachers and others interested in the educational, moral, and civil uplift of the colored people was held the day following.

Dr. Booker T. Washington, who presides at the meetings, by reason of his great popularity is able each year to gather around him a cordon of the best thinkers and doers, and the attendance is always large. Farmers from every part of Alabama and the adjoining states, and educators from distant parts of the country attend. The meetings are conducted on a plan that leaves out the extreme platform features, which causes the average every-day man to either go slow in taking part or backing out entirely.



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Florida's Governor in School.

One of the public schools of Jacksonville, Fla., enjoyed a visit and a speech from Governor Napoleon B. Broward, a short time ago. The pupils were delighted with his talk, which even the youngest could understand. Governor Broward told the children about his boyhood on the St. John's river. As he talked he was a boy again, and he was speaking of what was familiar and interesting to them in such a way that it led up to and explained the wholesome truths he was trying to inculcate in their minds.

He told them to keep their faith in the world and its people, and urged them to do all that they could to make it better and happier. He said that he personally, "Would rather love people and be mistaken in their characters than go around distrusting everybody."

He said, in conclusion, that what drew people to a place or state were good educational facilities. When a man thought of moving his family anywhere his first thought was in regard to the schools.

The boys and girls to whom the governor gave a day out of his busy life will long remember him. They will treasure his words, for they know that he was sincere in all that he said.

Miss Serabji of India.

Some time ago THE SCHOOL JOURNAL mentioned the arrival in this country of a remarkable young woman from India, Miss Susie Serabji. Miss Serabji, aided by her whole family, is engaged in conducting four schools at Poona, India. One of the schools is for the English, a second for the Parsees, a third for Hindus, and a fourth for Mohammedans.

Miss Serabji's purpose in visiting the United States was to raise the sum of \$10,000 to advance the work in her schools, especially for the Parsees, who belong to the highest caste of India and therefore are most isolated from Christian influences.

Since her arrival this plucky little woman has succeeded in earning \$3,000 by giving lectures. One day some weeks ago she was entertained by Miss Helen Gould, who expressed much interest in her work. A few days later Miss Serabji received the following note from Miss Gould with a check for \$7,000: "The sum is now complete. It is but a little gift of love to enable you to go home and be with your loved ones."

Miss Serabji was quite overcome by this unexpected donation. She cabled to her mother that she would sail immediately for her far-off home.

Board of Education Cards.

Miss Daisy Barrett, secretary of the board of education of Chattanooga, Tenn., has had printed several hundred cards, upon which are shown the officers and committees of the board of education since the recent organization. The cards will be distributed among the patrons of the school, the teaching corps of the city and others interested in the school work.

On one side of the card is a list of the officers of the board; on the other a list of the standing committees for the year, and the visiting committees as announced for districts and for schools.

In Shoshone County.

County Supt. Mary Wickersham, of Shoshone county, Washington, says the schools of the county were never before in such fine condition. The money allotted the schools allows for a full nine months in each district. The total amount of money allotted to the county is \$54,341.68.

Music Poetry Stories

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"The Riverside Graded Song Book contains one of the best edited collections of songs we have ever seen. . . . The music is beautiful in itself, is perfectly adapted to school-room use, and is arranged and selected to suit the words with the best of judgment."—*School Music Monthly*, Keokuk, Ia.

MR. WILLIAM M. LAWRENCE, Principal of the W. H. Ray School, Chicago, is the editor of this book.

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A text-book of poetry, limited in its scope by the needs and interests of the first school years, and aiming only to be an introduction to the real anthologies for children, the larger and more complete collections. It is hoped that it may serve as the first "study-book" which a little child should be asked to use, and that as such it may correlate to advantage with reading-books, and with the oral lessons in botany or history or geography of the lower primary grades. Each poem has been used in Miss Hazard's School, Boston, in the grade suggested.

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This book treats of the art of story-telling from the thoroughly practical point of view of one who has been a professional story-teller for years, and whose theories were all formed after experience, not before it. And although the book is primarily designed for teachers of kindergarten and primary grades, it will be equally useful to mothers and to directors of children's clubs.

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A School of Railroadng.

A school of railroadng said to be the first of its kind in the world, will be opened in connection with the University of Illinois next September. President James has had the project under consideration for some time.

The school will have three departments, intended to cover the entire range of railway work. The problems of construction and maintenance of way, including track for both steam and electricity, will be treated in one division. The subject of powers and its application and all that is ordinarily included in mechanical and electrical engineering as applied to railway problems will be treated in a second division. The problems of operation, of organization, of financing, rate making, and everything which has to do with the actual formation and management of a railway company will be treated in the third division.

It is intended to cover the entire field of railway service, so that any one who wishes to enter upon railway employment in any branch of railway engineering or management will have an opportunity to prepare himself specially for that work.

Beloit College Charter.

The charter first issued to Beloit college limited the operations of the institution to Beloit. It was forty years before the limitation was removed. On the sixtieth anniversary of the grant of the old charter, Prof. R. C. Chapin, son of the late Pres. Aaron L. Chapin, gave a brief history of the struggle the founders had to get a charter sufficiently broad to allow them to proceed with the organization of the institution.

"In 1846," Professor Chapin said, "Wisconsin territory had a population of 155,000, and was eagerly discussing statehood. But there was time to consider the petition of Gen. G. W. Hickox and his associates for a charter for a college on a plan sufficiently extensive to afford instruction in the liberal arts and sciences in the town of Beloit. The draft was not to pass the legislature unchallenged. It was reported favorably to the council (the upper house) by the committee on schools, of which the chairman was Michael Frank of Kenosha, the father of the common school system of the state. The council, however, after an animated debate, inserted amendments limiting the operations of the college to the town of Beloit, and providing that no religious tests should be required of teachers or students. Thus amended the bill passed the council by a vote of 8 to 3, and the house apparently without opposition. The dread of sectarian instruction which colors some phrases in the constitution of Wisconsin adopted two years later was perhaps the motive that prompted these changes."

Up-to-Date Parents' Meeting.

A most interesting parents' meeting was held at the Houghton school, North Adams, Mass., a few weeks since. Supt. I. F. Hall explained the object of these meetings. The first thing on the program was the singing of "America" by pupils of Grade 5, and then Miss Cady, teacher of the kindergarten, gave a talk explaining the work of that department. She made clear how the minds of the children are developed and their interest awakened by the things they are taught and the work they do.

Miss Winslow conducted a reading exercise with a class of children who could not read at all last September. She wrote words on the blackboard and the children pronounced them, and afterward they opened their books and read a lesson which they had never read before.

Willis Anthony, supervisor of drawing, spoke on the work in his department. He said this work in the first three grades

is to get hold of the ideas of the pupils. Some of these are right and some are wrong, and it is the work of the teacher to correct the wrong and help to develop those that are right. Drawing in these grades is to fix pupils' ideas of other things. It is not the drawing, as such that is the chief end, but the development of the ideas of the children. In the upper grades, the pupils learn to use their eyes and the lighter muscles of the arms, they acquire the sense of proportion and are benefited in many ways. The teaching of drawing in the schools is not with the idea of making artists, but to train some of the faculties of the children as they could be trained and developed in no other way.

At this point a laughable little farce was put on by some of the children, who took their parts in a way that greatly amused the audience.

An instructive feature was an exercise in spelling conducted by Miss Butterworth. The blackboard was used in this exercise and the children did their work well.

After a song by pupils of Grade 5 Miss McNulty, teacher of music, spoke briefly on the work of her department. She described to some extent the method pursued and spoke of the value of the study, closing by saying that 90 per cent. of the pupils ought to be able to read music at sight by the time they reach the high school.

The last class exercise was in arithmetic and was conducted by Miss Sullivan. She disclosed some interesting methods, the blackboard being used, and the exercise received the close attention of those present.

Buffalo and the Regents.

A recent number of the *News*, of Buffalo, N. Y., under date of Feb. 12, records statements of interest in connection with the subject of regents' examinations and the new syllabus, that are of general interest.

Shall Buffalo's school department cut loose from the regents, is a question that is just now bothering Superintendent Emerson. There is a difference of opinion among the high school principals and teachers on the subject. Numerically those in favor of separation from the regents' curriculum for high schools are a decided majority. There is much strong feeling on the subject.

T. Guilford Smith, who is a regent, the only Buffalo member of the board, says this city would make a mistake to abandon the regents' course of study and examinations. Prin. Frederick A. Vogt of the Central high school is satisfied with regents' control. Prin. Arthur Detmers of the Lafayette high school says the regents should be abolished. Prin. Frank S. Fosdick of Masten Park high school also is said to be opposed to the regents. Superintendent Emerson will not yet make his stand public.

For a long time there have been opinions for and against separating from the regents, but the anti-regents' agitation did not assume serious proportions till the present school year. When the last September term started the principals received a new regents' syllabus showing requirements for examinations and graduations with the regents' O. K. It differs materially from the former course in that more credits are required. More credits are allowed for certain subjects, however, so the high school term is not lengthened beyond the four years' course. The amount of class study required is increased.

Principal Detmers takes a decided stand: "I am for the abolition of the regents," said he. "You can put me down as a separatist. Buffalo has a force of high school principals and teachers who devote more time to studying the needs of the 4,500 high school

pupils here than do the regents and who are fully competent to arrange a course of study that will be fully as high as in any high schools in the country. This new syllabus of the regents seems to have been given out before it was matured. It reached us last fall and said that the course mapped out in it must be followed. Mr. Goodwin when here last week said the regents were not so arbitrary, that the course did not have to be adhered to strictly. The situation is too indefinite. We don't know where we are at."

"What difference does the course make in the high schools?" was asked.

"It will require more money and more schools. More teachers will not suffice. At the Lafayette school we already are using the assembly room and the library for classes. With the new course we cannot accommodate so many pupils. To follow the new syllabus will require six study periods a day. We now have five. A pupil will have to take four studies a term instead of three. With more classes and more studies more rooms will be needed.

"New York city gets along very well without the regents. So does Rochester. Buffalo ought to dispense with them. Any reputable college will accept diplomas from such high schools as Buffalo has instead of regents' counts, so no trouble need be feared on that score."

Principal Vogt has no objections to the regents or the new syllabus.

"I am satisfied with the regents and see no reason for separation," said he.

"We have met with no trouble in adapting ourselves to the new syllabus requirements. More credits are required for graduation. On the other hand more credits are allowed for certain studies taken. Credits are allowed at the rate of one for each hour of study in the school week. The arrangement is all right."

"No pupils will suffer. The new syllabus is arranged so it does not go into full effect for three years. The graduating class of next June, the senior class, will not be set back. Neither will the other classes."

Mr. Smith, the regent, said: "Buffalo will make a mistake if it abandons the regents' course and examinations. I believe it will lose the state allowance for attendance, amounting to about \$12,000, but I will not speak by the book on that point, because I am not sure of the law. The regents' syllabus was adopted after much study and is intended to put the high school educational standard on a higher plane. I think when it is given a fair trial it will be found right."

"Some teachers have gone off half-cock on this matter. They have a partial excuse for being put out at first, but I believe they will come to see the wisdom of it. The new syllabus was sent to the principals in September and reached them just before they started the school year. They were not prepared for it, and that started the trouble. But it would be a mistake to sever from the regents as our certificates are required by law for those who undertake the study of law and medicine. They must have certain regents' examinations to their credit before they can begin those professional studies."

Mr. Smith said tho this city may abandon regents' examinations it cannot separate entirely from management of the regents, as they by law have supervision of education thruout the state.

W. S. Rowley, M. D., Cleveland, Ohio., writes: I take great pleasure in saying that I have found antikamnia tablets very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action. I prescribe antikamnia tablets by giving one every two or three hours.—North American Practitioner.

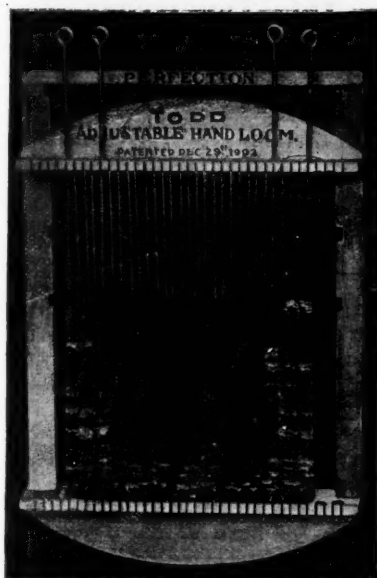
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Whether it is of the nose, throat, stomach, bowels, or more delicate organs, catarrh is always debilitating and should never fail of attention.

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An annual appropriation of \$10,000, to be used as a pension fund for disabled public and normal school teachers has been submitted to the Virginia state legislature. The bill provides that any person in the state, who has taught in the public and normal schools thereof twenty-five years, and has reached the age of sixty years, and his record as a teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, may lay his case before the state board of education. The board, after an investigation shall place the name of the applicant upon a list, to be known as the "Teachers' Retired List," which shall be certified regularly by the board to the comptroller of the treasury of the state. Every person so placed upon the "retired list" will be entitled to receive a pension from the state of \$200 per annum, to be paid quarterly by the state treasury upon warrant of the auditor.

Bonds have been issued for the erection of a fine new high school building at San Diego, Cal.

City Interests to Rule.

In an address before the New York State Grange on Feb. 8, Dr. Andrew S. Draper, State Commissioner of Education said:

"More than 70 per cent. of the people of this state are living in cities. New York city is doubling in size in thirty years. This means that city interests and theories must predominate in the political, social, religious, and industrial life of the state. Then farmers will have to readjust themselves.

"What is needed is farming on a larger scale, a better chemical knowledge of the soils, and the adaptation of crops to soils; a better understanding of the demands of the markets, good relations with the railroads, and more courage.

"Every resident of New York city has interest in the prosperity of every New York farmer."

At a dinner given in his honor at the Waldorf-Astoria on Feb. 21, Mr. George H. Daniels, general advertising manager of the Vanderbilt railroad lines said in his address:

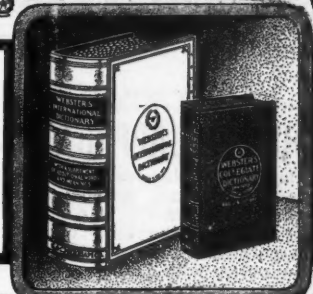
"I can never thank my friends enough for this occasion. Altho I am not as modest as some men that you know, I do not take this demonstration as a personal tribute or for anything that I have none except in a very small degree. As I look upon it it is a tribute to an idea, and when you study the history of the world, in ancient as well as modern times, you will find that ideas are all that is left. It is the idea of advertising that brought out this demonstration.

"Advertising underlies any business on earth except robbery. If you have anything to sell you must advertise it, and the man without advertising is the man without any real foundation for his business. The railroads have discovered this, and the fact that a great system of railroads decided that it was wise is an indorsement of the idea.

"The railroads are telling the people of this country and every other country on the globe of the things that America has to show and to sell, and my contention is that the advertising of the American railroads is clearly the advance agent of the foreign commerce of the United States.

"The railroads are honest. I'll illustrate that. Go to a grocery store and ask for a certain article. The clerk will tell you he has none of that kind, but some 'just as good.' And he'll sell it to you. But if you go to a railroad ticket office and ask for a ticket to Chicago you get it. You don't get a ticket to Boston, or Cleveland, or some other town 'just as good.'"

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The Sunny Side.

A certain father who was fond of putting his boys thru natural history examinations is often surprised by their mental agility. He recently asked them to tell him "what animal is satisfied with the least amount of nourishment." "The moth!" one of them shouted confidently. "It eats nothing but holes."—*Youth's Companion*.

A very youthful, but very animated, little lady was enjoying her first visit to church. It was in an Episcopal church, and the choir-boys and the form of service interested her greatly. But after the sermon had begun her attention was diverted from the pulpit to other parts of the house, and in the course of her inspection of things she suddenly discovered the gallery filled with people in the rear of the church. "Mother," she whispered excitedly, "are those the wicked back there on the shelf?"—*Harper's Weekly*.

A young man was requested by his tutor to submit a composition in the form of a short story. He sent in the following:

THREE GENERATIONS:

OR FROM SHIRT SLEEVES TO SHIRT SLEEVES

- I. Porter.
- II. Im-porter.
- III. S-porter.
- IV. Porter.

—C.A. BOLTON, in *Lippincott's Magazine*.

HAD QUITE ENOUGH.—A very subdued-looking boy of about twelve years of age, with a long scratch on his nose and an air of general dejection, went to the master of one of the board schools and handed him a note from his mother before taking his seat and becoming deeply absorbed in a book.

The note read as follows:

"Mr. Brown.—Please excuse James for not being present yesterday. He played trooant, but you don't need to thrash him for it, as the boy he played trooant with an' him fell out, an' the boy fought him, an' a man they throo at caught him an' thrashed him, an' the driver of a cart they hung on to thrashed him allso. Then his father thrashed him, an' I had to give him another one for being impoodent to me for telling his father, so you need not thrash him until next time. He thinks he better keep in school in future."—*Tit-Bits*.

FALSE DEDUCTION.—A certain office boy was wont to appear at his employer's office with a very dirty face. One morning he appeared with the remains of a breakfast round his mouth. The junior clerk, with an eye to business, said, "I bet you sixpence I can tell you what you had for breakfast this morning."
"Done!" said the office-boy.
"It was eggs," triumphantly replied the clerk.

"Wrong," said the boy; "wot you see on my mouth is yesterday's."—*Tit-Bits*.

Disconcerting.

"Now, boys," said the school-master, as reported in *Harper's Weekly*, "what is the axis of the earth?"

Johnny raised his hand promptly.
"Well, Johnny, how would you describe it?"

"The axis of the earth," said Johnny proudly, "is an imaginary line which passes from one pole to the other, and on which the earth revolves."

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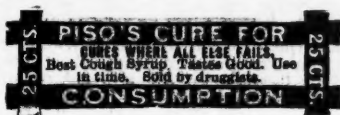
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A traveller who passed thru a small English town noticed a post on which was marked the height to which the river had risen during a recent flood.

"Do you mean to say," he asked a native, "that the river rose as high as that in 19—?"

"Oh no," replied the native; "but the village children used to rub off the original mark, so the mayor ordered it to be put higher up, so as to be out of their reach."—*Harpers Weekly*.

The following letter was received from his sister by a New Yorker who was away from home on a visit:

"I am sending by mail a parcel containing the golf-coat you wanted. As the brass buttons are heavy, I have cut them off to save postage. Your loving sister,

"P. S.—You will find the buttons in the right-hand pocket of the coat."—*Harpers Weekly*.

"You are an hour late this morning, Sam."

"Yes, sah; I know it, sah."

"Well, what excuse have you?"

"I was kicked by a mule in my way here, sah."

"That ought not to have detained you an hour, Sam."

"Well, you see, it wouldn't if he'd only kicked me in dis direction, but he kicked me the other way!"—*Yonkers Statesmen*.

Where It Was Done.

Joe Bing, he cut ten cord o' wood
From rise to set o' sun;
He cut it, an' he piled it, too,
Yes, sir, that's w'at he done.
To cut ten cord of wood, I vow,
Is one tremenjus chore—
Joe Bing cut his behind the stove
In Luscomb's grocery store.

Joe Bing he cut eight load o' hay,
I swan, an' raked it, too,
An' in twelve hours by the clock
He was entirely thru.
He could, I guess, before he slept
Cut jes' as many more—
He cut it where he cut the wood,
In Luscomb's grocery store.

Joe Bing he plowed four acres onct,
He plowed it good an' neat;
An' 'fore the sun had near gone down
The job was all complete.
The hosses never turned a hair,
Wan't tired, ner leas' bit sore,
He plowed it all in one short day—
In Luscomb's grocery store.

Joe Bing he made five dollars onct
By simply pickin' hops;
He done it all in jest a day
With time for sev'ral stops.
He could as well a-kept it up
A dozen days or more.

Where was it done? The same ol' place—
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